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THE UNIVERSITY OF ALBERTA

SINGLE-PARENT FATHERS: PROVIDING FOR THE CHILD-CARE TASKS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE

OF MASTER OF SCIENCE

IN

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled SINGLE PARENT FATHERS: PROVIDING FOR THE CHILD CARE TASKS submitted by SANDRA KAE WHITE in partial fulfilment of the requirements for the degree of MASTERS OF SCIENCE IN FAMILY STUDIES.

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ABSTRACT

Inquiry into the single-parent family in Canada indicated a great lack of information on the male-headed single-parent family. Therefore, the purpose of this exploratory study was to investigate how the single-parent father provides for the child-care tasks traditionally performed by the mother in two-parent families. Of special interest are tasks of child supervision, meal preparation and the purchase and care of clothing.

Systems theory was used as a conceptual framework for the study. This framework lends itself to viewing the reorganization of the family system when the family becomes a single-parent family. In order for the single-parent family to achieve re-equilibrium, the tasks must be reassigned to members within the family system, to resources outside, or they may be discontinued. The concepts inherent in systems theory illustrate how the process of re-equilibrium occurs.

A sample of twenty-two fathers was obtained from the Edmonton area. Two of the fathers were used to pre-test the interview schedule, which left a study sample of twenty fathers. All fathers were single-parents for a minimum of three months, and had primary responsibility for the physical care of the children living with them.

Descriptive data was collected in a taped interview, using an open-ended question interview schedule. As well, the fathers completed a short questionnaire on demographic information.

Categories were created for all responses, and the most frequently occurring responses were reported in the findings. A Chi-square analysis was done to test for independence between certain variables. Some relationships proved to be significant.

The major findings of the study were that the fathers assumed the majority of the tasks himself, and there was evidence of the fathers coping with role overload. The children's roles in this study were not expanded to assume a greater share of the tasks. One-quarter of the fathers had only some of the children from the original family. The accomplishment of affective tasks in the area of child-care was a more salient concern to the fathers than the accomplishment of instrumental tasks.

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CHAPTER I

INTRODUCTION

In recent years there has been an increasing interest in the area of "sex roles". This interest has been stimulated mainly by the Women's Liberation Movement, the Gay Liberation Movement, and more recently, the Male Liberation Movement. As a result of these movements men and women are examining their own roles and status in society. Often they are forced to re-examine their roles as changes in the roles of others have implications for their roles (Olstad, 1975; Sawyer, 1976).

As well, our society is experiencing a rise in interest in the body, feelings and emotions (Balswick and Peek, 1975). With the developing concern for expressiveness, affective responses are now more appropriate for both men and women. The traditionally learned gender responses with respect to emotionality vs non-expressiveness are rapidly changing.

In particular, the traditional expectations of behavior for men have generally been questioned, but now some of the assumptions of the male role are being scrutinized. Some men are beginning to question the values society has stereotyped as male values. As well, they are beginning to show their "softer" emotions in public. This trend has been facilitated by the Male Liberation Movement. Their belief is that one can be male, even if he does not conform to all the traditional role demands (Farrell, 1976; Nichol, 1975; Sawyer, 1976).

A further trend has been the drastic increase in the number of single-parent families due to marriage breakdown. In the past, the single-parent family was almost exclusively headed by a mother (George and Wilding, 1972). However, due to the influence of the two previously mentioned movements, there has been a change in this pattern as well.

An implication of these trends has been an increasing number of male-headed single-parent families. Women are opting for careers or different lives instead of caring for their children. As well, they are realizing that their husbands may have an equal or greater ability to parent than they have. Men are increasingly aware of their potential and ability to nurture, and are desiring and demanding the right to raise their children as sole parents if necessary.

This thesis is an exploratory study of how single-parent fathers provide for the child-care tasks traditionally performed by the mother, expecially in the area of child-supervision, meal preparation, and purchase and care of clothing.

JUSTIFICATION OF THE STUDY

Traditionally in North America we have assumed an ideal family model consisting of a parent-team of a mother and a father (Le Masters, 1970). Included in this idea is that both parents act as partners in fulfilling parental functions. The fact of the matter is that in a significant number of cases, this assumption is inaccurate. In 1971, the Canadian census indicated that 9.44% of all Canadian families were headed by one parent. Of all one-parent families in Canada, 20% are single-parent fathers (Schlesinger, 1975).

Recently some research studies in Canada have been done on

single-parent families (Guyatt, 1971; Canadian Council on Social Development, 1971). These studies dealt primarily with the needs and problems of single-parent family heads, as well as the organizations and community services available to meet their needs when the roles and functions of the other parent are not present. However, only a small part of their sample was composed of male single-parent family heads, so we have few insights into the particular needs and problems of people in motherless families.

Many researchers have noted the absence of research done on mother-absent families (Ferri, 1973; George and Wilding, 1972; Guyatt, 1971; Le Masters, 1970; Murch, 1973, Tobres, 1975). In her Canadian study on single-parent families, Guyatt, on noting the lack of information on single-parent fathers, suggested ". . . it would seem likely they would have specific needs. How they are being met is not known" (Guyatt, 1971:1). As well, Rubin Tobres, (1975:9) in a study of 72 motherless families in the metro Toronto area, concluded that ". . . the specific problems of motherless families must be identified with greater precision . . ."

As the incidence of mother-absence does appear to be increasing, we must know what the needs and problems of motherless families are. If the needs and problems are different than the mother-headed single-parent family on which most research to date has focused, it is important to know what these differences are in order to plan and provide support facilities for this segment of society. As well, the information obtained from a study such as this can be used to expand or adapt existing facilities to meet their needs more fully.

Of all the problems of people in mother-absent families,

those associated with child-care would seem to be the most basic, the most salient. So, the particular focus of this thesis will be the study of child-care in male single-parent families.

STATEMENT OF THE PROBLEM

In a two-parent family, certain roles and functions are performed by each parent. In the area of child-care, these roles involve such tasks as child supervision, meal preparation and the care and buying of clothing for children. In the male-headed single-parent family, the functions and roles usually performed by the mother in these areas are no longer filled by her. The father must find alternative means of accomplishing these child-care tasks, in addition to his own. The research problem of this thesis is to find how single-parent fathers provide for the physical care of their children in the areas of their children's supervision, meal preparation and clothing.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The following review of literature will deal with various aspects of the single-parent family and more specifically the mother-absent family. Various authors, have offered a definition of the single-parent family (Canadian Census, 1971; Krell, 1972: Parents Without Partners, 1968; Sprey, 1967). For the purpose of this thesis, the single-parent family will be defined as follows:

> . . . a family in which either the father of the mother has primary responsibility for bringing up the children with only occasional or no contact with the spouse. The single-parent family can be formed through death, divorce, or separation . . .

This definition is useful for the focus of this thesis in that it recognizes that the mother-absent family "may" have occasional contact with the mother, who may be a resource for the father in providing adequate care for the children in his care.

In order to understand the implications of the research problem, a review of literature must include the following topics. First, discussion of traditional and current trends in parental roles will illustrate the changes that have occurred in parental roles and the implications it has for the single-parent family.

Second, of relevance to the study are some aspects of the

effects on children living in a single-parent family, particularly a father-headed single-parent family. This literature indicates some of the problems the child may have in adjusting to the single-parent family situation as well as changes in the child's input in the areas of meal preparation, clothing and child supervision.

Third, single parenthood involves additional financial costs to the family. What these costs are have great implications for the readjustment of both the mother-headed single-parent family and the father-headed single-parent family.

Fourth, a review of support services and informal resources will indicate the alternatives the single-parent father has in providing care for the children. In order to understand the process of readjustment of the single-parent family, the review will deal with family disorganization, and role reorganization.

Finally, systems theory is the conceptual framework that will be used to view the functioning of the father-headed single-parent family. Viewing the single-parent family as a complex adaptive system will facilitate an understanding of how the motherless family adjusts to the loss of the mother's role in the area of child supervision, meal preparation and the purchase and care of clothing. The following review of literature will cover the topics given above in the same sequence as they have been introduced.

The existence of families without a mother is not a new phenomena in society (George and Wilding, 1972; Schlesinger, 1969, 1974, 1975). In earlier times high maternal mortality rates meant that many families were without mothers. However, until recently, little notice has been given to the plight of the motherless (George

and Wilding, 1972). Previously, the extended family on either the father's or the mother's side absorbed motherless children. An excess of mariageable women were available who could be a substitute mother for young relatives. As well, middle class and wealthy fathers could hire maids and governesses to care for children. The harshness of the alternatives to care by an extended family resulted in the next-of-kin helping with care of the motherless children (George and Wilding, 1972). This tended to conceal the nature and the extent of the problems of the mother-absent family.

Today, due to the major changes in society, the events which result in motherless families have changed, as have the alternatives open to the single-parent father. "While the numbers of families left motherless through the mother's death is smaller, the number left motherless as a result of divorce or separation seems to be on the increase" (George and Wilding, 1972:2). An implication of divorce is the awarding of custody of the children to either of the parents. Traditionally, the courts awarded custody of children to the mother, unless she could be proven an "unfit mother". This essentially meant she would have to be a prostitute or a drug addict. More recently there has been a trend for the courts to consider the best interests of the children and to evaluate both parents equally for custody. More and more frequently men are asking for the custody of their children and the courts are awarding it (George and Wilding, 1972; Krell, 1972; Newsweek, 1975).

Recent social changes have made the care of motherless children more problematic for the father. Greater geographical mobility results in families having fewer relatives near by. The increased

number of women with full-time and part-time jobs, as well as more frequent and earlier marriage, makes fewer female relatives available as a source of temporary or permanent help. In a study done on mother-absent families in Britain, George and Wilding (1972) found there was now less willingness on the part of the extended family to help, whereas in the past it was expected. The social changes mentioned previously would account for the increasing lack of willingness of the extended family to help today. In the past it was expected because there were few support agencies to help.

The incidence of mother-absence is increasing. George and Wilding (1972) note the crucial factor in the creation of motherless families is the changed position of women in society. With increasing participation in the work force, women are less economically dependent on their husbands. Their aspirations and personal alternatives are greater than in the past. Thus, women may choose, as men have done in the past, a career over family, or to simply desert their families in order to achieve other goals. Thus it is likely that the occurence of the mother-absent family will increase.

TRADITIONAL PARENTAL ROLES AND CURRENT TRENDS IN PARENTAL ROLES

Much role reorganization and adaptation may be required in a mother-absent family to provide adequate care for children. To illustrate this point, a brief discussion will follow, on the evolution of sex-roles in society, as well as traditional and recent trends in parenting.

Historical development of sex roles - Sex-role differences have developed for various reasons throughout the history of mankind. Originally, role differences between males and females developed from physical differences relating to strength, menstruation and pregnancy (Steinmann and Fox, 1974). In recent centuries religious beliefs ordaining male superiority have been questioned by the development of the physical sciences (Steinmann and Fox, 1974). The Industrial Revolution and advancing technology took both men and women out of the home to work. As a result, previously clearly defined roles for all family members were blurred (Benson, 1968; Steinmann and Fox, 1974). More recently, the women's liberation movement and the sexual revolution has led to changes in women's roles in society. This in turn has led to changes in male roles and expectations of the male role (Sawyer, 1976; Steinmann and Fox, 1974). Consequently, there has been a lessening of the distinctions between male and female roles in our society (Millet, 1971; Steinmann and Fox, 1974).

The father's role - The aspects of male role changes of relevance to the focus of this thesis are in the area of (1) male involvement in child rearing, (2) male involvement in household tasks, and to a lesser degree the (3) male acceptance of his involvement in these areas. It would be beyond the scope of this thesis to deal with other aspects of male sex-role changes in society. However, these aspects listed above will be dealt with succinctly in the following discussion.

Although a family's division of labor may be complex, the traditional social expectation is that a father will supply the raw

materials for the family, while the mother will prepare them for the family's use. Thus many authors identify the father role as mainly that of provider and breadwinner (Benson, 1968; Bedell, 1971; Chaftez, 1974; Lasswell, 1973; Nye and Barardo, 1973). Relative to the care of children, he is traditionally the disciplinarian in the family (Benedek, 1970; Chaftez, 1974; George and Wilding, 1972; Womble, 1966). Previously, the "masculine mystique" has discouraged males from learning to relate to children in a compassionate, warm and open manner. In the past, men have generally related to children little in their infancy and are unable to deal with children on a deep emotional level (Chaftez, 1974).

The male's other roles within the family are frequently described as undefined, unclear or vestigal (Ackerman, 1958; Bell, 1975; Le Masters, 1970; Nash, 1973; Winch, 1965). To date there has been little research done on the father's roles within the family (Le Masters, 1970; Nash, 1973). There are several reasons given for this lack of information on male family roles. Frequently the father is unavailable to researchers because he is at work, out of the home. As a result, the mothers' reports of fathering behavior are than accepted by researchers. Most often, however, child-rearing has been equated with maternal parenting, with little involvement of the father.

<u>The mother's role</u> - The mother is traditionally expected to care for and perform the major child-rearing functions within the family (Bell, 1975; Benson, 1968; Burgess, et. al, 1971; Le Masters, 1970; Martinson, 1972; Schlesinger, 1972; Steinmann and Fox, 1974; Weigand, 1975; Winch, 1965). Other traditional aspects of her role

include the area of home management (Le Masters, 1970; Martinson, 1972; Winch, 1965); being the executive and administrator of the family (Bedell, 1972; Le Masters, 1970); as well as the major consumer within the family (Le Masters, 1970; Martinson, 1972). Each of these functions would relate to her major child-rearing role.

Changing parental roles - Several authors have noted that traditional Canadian family roles are changing (Benson, 1968; Elkin, 1964; Schlesinger, 1972). Although women's roles are changing a great deal in society as a whole, their mothering role has remained essentially the same. They are still responsible for the nurturance and socialization of children. In recent years the mother's role may also include the breadwinner role, if she works outside the home or works for pay within the home (Benson, 1968; Le Masters, 1970; Schlesinger, 1972).

The economic contribution that a woman makes to the family, has given her a new and improved status in the family. This new status increases her sharing with her husband in decision making and household tasks. It follows that a change in the mother's role will lead to changes in other family members' roles (Benson, 1968; George and Wilding, 1972; Schlesinger, 1972). Thus, the old clear-cut division of labor in the home according to sex, is breaking down (Schlesinger, 1972). Increasingly men are participating in homemaking and accepting more responsibility in the home in traditionally female areas (Benson, 1968; Elkin, 1964; Schlesinger, 1972).

It is the father's role that has changed most drastically in the area of parenting (Brenton, 1975). Today's fathers are expected

to take greater responsibility for the physical care of their children. However, they have less authority and control over them in the areas of education, vocation and marriage (Brenton, 1975). With the evolution of a shorter work week, and an increasing awareness of family, fathers are more involved in the entire area of child-care than ever before. Fathers are expressing a willingness to share in the responsibilities of caring for children (Brenton, 1975; Womble, 1966). Increasingly, couples are undertaking the responsibilities of child-rearing jointly (George and Wilding, 1972; Lasswell, 1973, Schlesinger, 1972; Weigand, 1975).

Apart from actual changes in male parenting, society's expectations of masculine involvement in child-rearing and housekeeping areas are increasing (Brenton, 1975; Shostak, 1975). There has been resistance on the behalf of many males to meet these new expectations and new concepts of male roles (Steinmann and Fox, 1974). Many males feel it is debasing for a man to do anything remotely feminine such as child-care (Chaftez, 1974; David and Brannon, 1976). Men see there are fewer rewards in child-rearing and housework than in work outside the home (Olstad, 1975). They see themselves as losing status and taking on roles of a lower status group, namely mothers (David and Brannon, 1976; Steinmann and Fox, 1974). Thus it is understandable that males are not readily going to change their family roles. At present many men pay lip-service to the idea of equality, but are unwilling to accept equal responsibility for housekeeping and child-rearing (Chaftez, 1974). On the other hand, males who have overcome these resistances, and have involved themselves more deeply in their homes and children, report tremendous appreciation of and satisfaction

with their children (Brenton, 1975; Weigand, 1975).

There are implications of the recent changes in family roles and expectations for the mother-absent family. More fathers today may have had experience in caring for children's physical needs. Due to his increased participation in the home, it is now more socially accepted and expected that a father will have the expertise to care for his children's needs. These changes have made it more possible for fathers to care for children on their own. Thus the successful mother-absent family may be the product of a previous pattern of shared conjugal roles, rather than of the traditional pattern of role segregation (George and Wilding, 1972).

EFFECTS ON CHILDREN LIVING IN A SINGLE-PARENT FAMILY

Emotional readjustment - Like parents in a two-parent family, most single-parents express a strong desire to raise their children to be happy, mature, healthy adults (Burgess, 1970; Schlesinger, 1969, 1974, 1975). Herzog and Sudia (1968) reviewed 59 studies concerned with the effects of growing up in fatherless homes on children. Of these, 29 studies supported the classic view that fatherlessness was associated with behavior problems in a child, of which only 7 studies were judged by Herzog and Sudia, to be methodologically sound. A total of 13 studies reported mixed conclusions. Herzog and Sudia concluded:

> If all the confounding factors (such as socio-economic status, race, age of child, type of father absence) could be controlled, children in father-less homes might be classified as somewhat worse off than children in two-parent homes with regard to some (though by no means all) of the variables investigated, but the statistical differences would probably be far less dramatic than is generally

assumed, and might be negligible.

There is no research to date which has investigated the effect on children of growing up in a motherless home. We do not know if children raised by fathers are different in adjustment than children raised by mothers or in two-parent homes. Generalizing from Herzog and Sudia's conclusions, we would expect the same factors to influence adjustment for children in motherless families for the following reasons. Single-parent fathers have an advantage over single-parent mothers in that being male, they generally earn a higher income. Thus single-parent fathers are able to avoid to a greater extent the implications of poverty on the behavior of their children. As well, fathers are frequently authority figures in the family. Generally, children would be more inclined to obey their father. These factors may make the incidence of behavior problems less prevalent in a male-headed single-parent family.

Schlesinger, one of the foremost writers on the single-parent family in Canada, states that when the parent has difficulty in explaining the separation, and in handling questions and attitudes towards the absent parent, the child can experience confusion which may have implications for their sense of security, their school work and their general health (Schlesinger, 1969, 1974, 1975). The single-parents that Schlesinger has worked with, have identified the child's fear of being different and left out as the biggest problem in a child's adjustment (Schlesinger, 1969, 1974, 1975). To date, no Canadian study on the effects of living in a single-parent family on children has been found.

In their study on mother-absent families in Britain, George

and Wilding (1972) concurred with Marsden (1969) and Schlesinger (1969) that the single-parent family, in this case the mother-absent family has an undefined social status. This creates a new social situation which places the single-parent family outside the normal stream of life (George and Wilding, 1972; Marsden, 1969; Schlesinger, 1974). Thus a child from a mother-absent family is apt to feel different and left out.

George and Wilding (1972) did not directly investigate the effects of mother-absence on the children, as they did not interview children. However they were interested in the fathers' perception of the children's adjustment. They acknowledged this would be methodologically lacking and the perception most likely would be different from more objective evaluation. They found 81% of the widowers reported that the children missed their mothers, compared to 49% of the children of separated and divorced fathers. Both groups of fathers reported the most frequently expressed feelings of loss by the children was their emotional loss of the mother. It would appear then, that the fathers were providing adequately for their physical needs since the emotional loss was the most frequently stated greatest loss.

Child-care readjustment - To date there has been very little research done in the area of adjustment and reorganization in the area of child care tasks in the male-headed single-parent home. It would be expected that the diet in mother-absent families would be less satisfying than in two-parent families (George and Wilding, 1972). If a father is working full-time, the time and energy time he has to prepare meals is limited (Glasser and Navarre, 1965). As well, men are not socialized and trained to prepare regular meals. However, the use

of tinned and prepared foods has made meal preparation easier for working mothers, and fathers in mother-absent families. In their study of mother-absent families in Britain, George and Wilding (1972) found that breakfast was the most lacking of the three daily meals for both fathers and children. In addition, the adequacy of meals was directly related to social class.

Tobres (1975) did not investigate the adequacy of meals, but who prepared them. They reported that 43% and 44% of fathers prepared breakfasts and suppers respectively. The remainder shared this responsibility with their children. In 16% of the cases the children prepared their own meals, particularly lunches. In a study in which the wives of widowers had previously prepared meals and done the clean-up, the cooking was found to be done mainly by the fathers (18/50), then others (14/50), and then the children (9/50). Clean-up was done by others (12/48), the children (11/48) and then the fathers. Others for this response included next-of-kin as well as hired help. For both cooking and clean-up the help of the children was attributed partially to their being older than when the mother was in the home (Bedell, 1971).

George and Wilding (1972) reported that the mother's absence results in the children having to take more responsibility in looking after themselves and helping the father in the house. Tobres (1975) indicated that regular household chores such as cleaning, dishwashing and laundry were performed mainly by the father, or shared with the children. Younger children were not expected to help, but there was great variation as to when a child was old enough (George and Wilding, 1972).

In a study on widowers, Bedell (1971) found that washing and ironing had been predominately done by the mother in the home. After her death, laundry was done by the fathers (17/53), the children (10/53), and others (17/53). The increased participation of children in performing this task was attributed to their being older than when the mother was in the home. "Others" used to accomplish this task were reported to be hired help, or kin.

Bedell (1971) found that fathers relied even more heavily on others (19/53) to do the ironing, compared to responses of 10/53 for themselves and 15/53 for the children. Due to the many roles a single-parent must fulfill with the absence of the other parent, it is quite possible to overload children, particularly adolescents with household tasks as a means of getting them done (Glasser and Navarre, 1965). From this discussion, it is evident there has been little research to date to indicate how child-care tasks are accomplished in the male-headed single-parent family.

POVERTY AND THE SINGLE-PARENT FAMILY

Female-headed single-parent families - Several major inquiries have been done on poverty in Canada. Repeated findings are that single-parent families headed by women are frequently classified as poor, or are dependent on government financial assistance (Economics Council of Canada, 1968; Ontario Department of Social and Family Services, 1970; Podoluk, 1968; The Senate of Canada, 1970). No mention is made in these studies of the financial status of male-headed single-parent families.

Guyatt (1971) quoting statistics from the Dominion Bureau of Statistics, 1967 gives the average income of all female-headed single-parent families in Canada as $4,724, and that of all male-headed single-parent families in Canada, as $6,502. The average income of her sample of 112 was higher than the average Canadian female and male single-parent, $5,447 and $6,700 respectively. The men earned more than the women, making their financial resources greater. Several researchers have noted the financial need of the one-parent family as their greatest need (Glasser and Navarre, 1965; Schlesinger, 1974; Tobres, 1975).

Male-headed single-parent families - Research on the mother-absent family reports that men have lost their jobs because they could not combine work and home responsibilities (Ferri, 1973; George and Wilding, 1972; March, 1973). George and Wilding (1972) reported 25% of their sample lost their jobs and March (1973) reported 33%. Ferri (1973) noticed a higher incidence of unemployment in fathers raising children on their own than those with live-in help. These fathers were on social assistance. Some fathers felt their family responsibilities restricted them in looking for work or accepting better work if it meant a move, or shift work (Canadian Council on Social Development, 1971; George and Wilding, 1972). As well, due to day care arrangements and household responsibilities these fathers could not moonlight or do overtime. This would result in a decreased income for the family.

Of the fathers in George and Wilding's (1972) sample, who had experienced less than four years of living in a mother-absent family, 52% reported they were earning less than before the wife's departure. However of those having experienced more than four years

of the mother's absence, only 31% reported earning less than before the mother's absence.

Another major loss of income reported by the fathers in George and Wilding's (1972) sample, was the earnings of the wife. In 13% of these families, the wife had been working. Evidence indicates that most working wives spend their income on their families (Hunt, 1968), thus the loss of her income necessitates adjustments. Frequently a wife's earnings are a crucial part of a family's economy, as commitments are assumed in expectation of a joint income (George and Wilding, 1972).

Changes in expenditure due to the mother's absence also affect the family's financial situation, even if the income has not been reduced. There are several reasons for increased expenditure due to the mother's absence. Services and functions previously provided by her must now be paid for. The cost of food was greater because fathers did not have time to shop around for bargains. As well, they use more prepared foods. A greater amount was spent on clothing, particularly if the wife had sewn for the children. In addition, fathers spend more on "compensatory items", minor luxuries, for themselves and the children (George and Wilding, 1972).

In conclusion, George and Wilding (1972:110) reported of the fathers in their sample:

> . . . nearly a quarter complained that motherlessness had led to reductions in their income . . . nearly 90% of fathers said that motherlessness made life more expensive. Of all the many problems which fathers described, financial difficulties seemed the longest lasting.

THE SINGLE-PARENT FAMILY AND CHILD-CARE SERVICES

Continuous services - In almost every instance, the single-parent must decide either to stay home and be supported by public funds, or to work in order to support the family. The ages of the children, the hours of the job and type of work will determine if and what child-care arrangements are necessary. As well, provision for child care is a necessary prerequisite for participation in recreational and social activities.

Many studies have been done in Canada which indicate an urgent need for day-care facilities of various types for working mothers (Adams, 1970; Calgary Social Planning Council, 1967; Canadian Council on Social Development, 1971; Dohan, 1968; Guyatt, 1971; Parents Without Partners, 1968). The Canadian Council on Social Development's inquiry into the single-parent family in Canada, noted that parents appreciate the opportunities that day care may provide for child development. They also found concerns and restrictions for both parents and children due to "limited provision" for day care, family day care, and lunch hour, after four or holiday supervision (Canadian Council on Social Development, 1971:viii). Such facilities would also be of great use to the male single-parent.

Research in Canada has also indicated a great need by sole-parents of homemaker services. However the present Homemaker Service

> . . . is totally inadequate in scope and coverage; that it is hedged in by regulations, restrictions and limitations; seldom useful in emergencies; often unable to supply 24-hour service or long-term service; and unavailable in large areas of Canada. (Canadian Council on Social Development, 1971:ix).

The single father trying to maintain his family has an acute need for

day care and homemaker services on a short-term and long-term basis (Canadian Council on Social Development, 1971; George and Wilding, 1972; Guyatt, 1971; Murch, 1973).

Tobres' (1975:8) findings on the adequacy of child-care arrangements in the mother-absent family do not concur with previous reports in Canada. The men in his sample "experienced no great difficulty with housekeeping, babysitter or day-care services". Although 54 respondents indicated they could benefit from a housekeeper, only 13 employed one. The cost and difficulty of finding a reliable person were cited as the major reason for not hiring a housekeeper.

Some fathers leave their work and go on public assistance in order to provide adequate care for their children (George and Wilding, 1972; Murch, 1973). If they remain working, they may encounter any of the following problems. Work hours may not jibe with school hours or babysitting arrangements. Due to home responsibilities, jobs that are more demanding but better paying cannot be considered (George and Wilding, 1972; Murch, 1973).

In a survey, when a sample of the general public were asked if single parents should work when there were children below school age at home, 78% thought that fathers should work and 14% thought that mothers should work (McKay et. al, 1972). The respondents felt that a woman could be financially dependent on society without loss of self-respect, but a man could not.

Research has indicated fathers in single-parent families provide for child care in a variety of ways. For children under the age of five, fathers in George and Wilding's (1972) study made use of the following facilities: day nursery, 6.9%; nursery school or class,

13.7%; private day-care, 19.0%; relatives, 44.9%; other, 15.5%. Tobres (1975) indicated that of 17 fathers in his sample who required day-care services, 15 had their children enrolled in a program.

Short-term services - Short-term services may help the father and the family through the initial crisis when the mother first leaves the family. Once he has assessed his needs and his resources, he can determine what the family's long-term child-care needs will be and how best they can be met.

Murch (1973) reported on a short-term project for mother-absent families in Britain, which provided immediate child-care and counselling services for approximately 4-15 weeks after the mother died or left. He felt the project supported the fathers in a time of crisis so that they were able to find alternative means of caring for their children, thus keeping the remaining family intact. George and Wilding (1972) found that friends and relatives frequently aided the father at the onset of mother-absence, but their services were frequently not available on a long-term basis. The most frequently expressed concern by single-parent fathers was how to provide care for their children (George and Wilding, 1972; Murch, 1973).

In George and Wilding's (1972) extensive study on mother-absent families, by far the greatest source of assistance in child-rearing was given by relatives, whether on a regular or part-time basis, or during critical periods like illness or school holidays. Tobres (1975) reported 40% of his fathers stayed home when the child was ill. Ferri (1973) reported 25% of male family heads, compared to 5% of female family heads, had the assistance of a parent substi-

tute of the opposite sex, e.g. grandmother, aunt or elder daughter.

From the previous discussion, it is evident that due to the mother's absence, changes in family organization and the performance of the child-care tasks do occur in the single-parent family. The implications of family disorganization and how role reorganization occurs, is discussed in the following section.

FAMILY DISORGANIZATION AND ROLE REORGANIZATION

Burgess, Locke and Thomas (1963) have identified a crisis as "any decisive change which creates a situation in which the habitual behavior patterns of a person or a group are inadequate". Normal families are organized into paired positions, with norms for behavior which specify the reciprocity of relationships (Hill, 1958). As well, roles do not exist in isolation, but have the reciprocal role of a role partner (Spiegel, 1960). When a complementarity of roles fail, the family system moves to disequilibrium or disorganization (Rosenstock and Kutner, 1967; Spiegel, 1960). With the loss of a family member, the departed's roles must be reallocated, which results in a period of confusion (Hill, 1958; Hill and Hanson, 1964; Nye and Barardo, 1973; Winch, 1965). Thus the crisis situation induces a process in family life which is counter to the ordinary organization of the family (Farber, 1964).

Adjustment to crises - Hill (1958) has suggested the course of "adjustment" follows a slump in initial organization of the family, then a gradual improvement when new routines are developed through trial and error. Re-equilibrium according to Hill (1958) is reflec-

tive of the adequacy with which the family performs its functions.

Most families have no prior preparation for the crisis precipitating event. The impact of the event is relative to the hardships which accompany it (Hill, 1958). Many authors have identified the following factors to be significant in a family's adjustment to crisis: family integration; family adaptability; and the adequacy of role performance of remaining family members (Farber, 1964; Glasser and Glasser, 1972; Hill, 1958; Womble, 1966). For family adequacy in crisis, Farber (1964) further suggests flexibility of roles, feelings of affection and past experience in crisis as necessary for adaptability to crisis. Role flexibility seems to be the most commonly identified factor necessary for adaptability to crisis or to produce adjustment in a disorganized home.

One major effect of crisis is that it leads to role changes (Hill, 1958). The family must find means by which patterns of expectations and behavior can be altered to meet emerging needs and problems. For this to be accomplished, great role flexibility is required (Glasser and Glasser, 1972).

The concept of role - Role has been defined with considerable consistency by the authors noted. A role is a goal directed pattern of acts, more or less internally consistent with sets of duties and responsibilities (Bell and Vogel, 1960; Heiss, 1968; Spiegel, 1960). The concept of role is of particular importance to this thesis because in the mother-absent family, the mother's role with its duties and responsibilities in the family must be assumed by either the remaining family members or resources outside the family.

The loss of a family member disrupts the family's division of labor (Nye and Barardo, 1973), and the pattern of reciprocal roles. With the failure of one parent to perform tasks such as child-care, cooking for the family, and caring for clothing, the remaining parent or older children must do so (Bedell, 1971; Eliot, 1969; Nye and Barardo, 1973). Bedell (1971) found there was no one general pattern whereby the mother's tasks were fulfilled, but an increase in the family members' role diversity to accomplish the tasks previously done by the mothers. Tobres' (1975) findings presented a contradiction to Bedell's observations. Fathers in Tobres' study assumed most of the tasks themselves.

Role-overload - Generally it is very difficult for the remaining parent to perform both sets of parental tasks (Nye and Barardo, 1973). "Role-overload" of the remaining parent occurs in the single-parent family unit (Glasser and Navarre, 1965; Le Masters, 1970). In order for the remaining parent to take over all the parental tasks normally done by two people, adjustment must involve a reduction of the tasks; a lowering of task performance, or having the tasks accomplished by a resource outside the family (Bedell, 1971; Glasser and Navarre, 1965; Nye, 1974).

An additional result of role overload is the general finding that single-parenthood places tremendous restrictions on the parents' social life and recreation. Female single parents (Canadian Council on Social Development, 1971; Heilbron, 1963; Marsden, 1969), as well as male single-parent family heads have reported a curtailment of their social activities (Canadian Council on Social Development, 1971;

George and Wilding, 1972). The reasons given for the curtailment of social activities were the restrictions imposed by circumstances, e.g. domestic duties, child-care and lack of money, as well as the father's lack of interest in going out, meeting people, and the feeling of being unwanted as a spare man (George and Wilding, 1972).

In contradiction of these findings Tobres (1975) found that 33% of his respondents belonged to organized recreational groups before becoming a single parent. At the time of the study, 50% had joined such groups. A large number of fathers, 62% had made new friends, and 74% were dating on mostly a weekly basis. The main reason given for not dating by the remaining fathers, was that they "had not yet met anyone".

Role reorganization - A father in a mother-absent family will find that his particular situation is uncommon, that there are few if any role definitions to follow. It may be necessary for him to do some "role-making". In "role-making", the individual makes a role relative to the situation he is in. Family structure is an outcome of the role improvisation, rather than conformity to previous norms (Aldous, 1974). New role complementarities may be formed in the family due to role-making. As noted before, family stability rests to a large degree on a role complementarity within the family (Rosenstock and Kutner, 1967).

The transition to new socially durable roles is difficult. New roles are frequently not clearly defined (Eliot, 1969; Hill, 1958). Responsibilities associated with new roles are generally assumed and organized in an experimental manner until they prove successful or

comfortable (Eliot, 1969; Hill, 1958).

The result of role reorganization may be the restoration of stability and equilibrium to the family. Reorganization can only hope to bring a "moving equilibrium" as the family copes with new problems and aspires to new goals (Eliot, 1969). It must be appreciated that the establishment of new compatible reciprocal roles with other members of the family is a complicated process, characterized by techniques of role induction and eventually role modification (Spiegel, 1960). The family cannot return to its previous state of equilibrium but a new state. Hill and Hansen (1964) identify this process as "creative response" to stress. The family goal is a change in the family system. The family initiates change in the system rather than bringing it back to its original state. Systems theory identifies this as a morphogenic process which will be explained in a later section. Re-equilibrium of the family is achieved when the role modifications become part of the normal routine of the family (Eliot, 1969; Spiegel, 1960). The roles are never the same, as new constellations have been developed (Eliot, 1969).

SYSTEMS THEORY

A systems approach to the study of the family has great potential as a scientific perspective and conceptual framework. Many authors have conceptualized the family as a system (Aldous, 1974; Black, 1972; Brill, 1973; Hill, 1971; Hill and Hansen, 1964; Lederer and Jackson, 1968; Maloch and Deacon, 1966; Rosenstock and Kutner, 1967; Spiegel, 1960; and Sprey, 1967). The following discussion will

deal with those aspects of system theory which make it particularly applicable to study of the accomplishment of child-care tasks in the mother-absent family.

A system is generally defined as a whole made up of interrelated and interdependent parts (Hlack, 1972; Brill, 1973; Buckley, 1967; Maloch and Deacon, 1966; Womble, 1966). The family unit fits well into the concept of a system. However, Hill (1971) drawing on the work of Buckley (1967), has suggested that the family is more accurately characterized as a "complex adaptive system", which is explained as follows:

> At the highest order of complexity, the complex adaptive system (the psychological and social-cultural systems) are also open and engentrophic, but they are open internally as well as externally in that the interchanges among their components may result in the changes in the nature of the components themselves with important consequences for the system as a whole . . . True feedback control loops make possible not only self-regulation, but self-direction, or at least adaption to a changing environment such that the system may change or elaborate its structure as a condition or survival or validity (Hill, 1971:8).

The manner in which the family, as a complex adaptive system, accomplishes self-regulation, self-direction and adaption so that the system may remain viable, will be explained in the following discussion. It will deal primarily with the properties and characteristics of the family as a social system and related concepts.

The first characteristic of the family as a social system to be discussed is that of interdependence of parts and "systemness" (Hill, 1971). Modern system theorists allow for the complexity and fluidity of a socio-cultural system such as the family.

"The concept of system carries with it the idea that change

in one part brings about changes in other parts of the system, or a state of interdependency which in the family involves interacting positions and reciprocal roles" (Hill, 1971:12). "They see sub-units, at least partially interrelated within the relatively stable patterns of social order" (Hill, 1971:17). The nature of the relationship between the parts may vary due to the degree of autonomy and interpenetration between subsystems. The systems primary function is to mediate between the pressures to change, both within and outside the system, and behavior of the system and its members (Buckley, 1967).

The family as a social system is considered to have open and permeable boundaries (Hill, 1971). "Open systems" have a constant exchange within the system itself and between the system and its environment. As a result, the environment is able to influence or change the system. Systems theory perceives boundaries as separating the system from the environment, but with varying degrees of permeability (Hill, 1971). The establishment of nuclear family units demarcates physical boundaries between the family and other related family units as well as non-family units. This makes the family system easy to identify visually and physically.

The third characteristic of the family system is that it is equilibrium seeking and adapting (Hill, 1971). In order to accomplish this function, the system makes use of feedback processes which are a central characteristic of a social system (Buckley, 1967). The family as a social system is open internally as well as externally, that is, it uses information from within, and outside the system. The exchange of information from one subsystem to the other as well as from the system to the environment and vice versa, is feedback. Feedback is

the compensating factor taken as input into the system in order to achieve equilibrium and adaptation (Black, 1972; Buckley, 1967; Lederer and Jackson, 1968).

Two types of feedback loops are recognized in systems theory; negative feedback and positive feedback. Negative feedback maintains homeostasis, in that it maintains the status quo in order to achieve re-equilibrium in the system. It is change resisting (Black, 1972; Buckley, 1967; Hill, 1971; Lederer and Jackson, 1968).

Positive feedback is deviation amplifying (Black, 1972; Buckley, 1967; Hill, 1971; Lederer and Jackson, 1968). A positive feedback loop increases the divergence between the original systems goals and its present status. Buckley (1967) views positive feedback processes as the means "by which social systems grow, create, and innovate and has accordingly referred to them as morphogenic processes" (Hill, 1971:21).

Previous systems theorists have emphasized the concept of re-equilibrium and homeostasis as being the goal of any system (Hill and Hansen, 1968). This state is achieved through negative feedback in the system, and may be the goal of the system. However, Hill and Hansen (1968) suggest that re-equilibrium may not be the goal of the system, that change may be the desired goal. Morphogenesis is the characteristic of a system to change its basic structure, organization or values in order to remain viable (Buckley, 1967; Hill, 1971). It is through this process the family achieves creative, innovative responses to change and stress in the system. Through the process of positive feedback, the system is able to become morphogenic (Buckley, 1967).

The fourth distinguishing characteristic of the family as a social system is that it performs functions for its members and society (Brill, 1973; Hill, 1971). Families must perform these functions in order that members do not leave prematurely or so that external agencies do not intervene and disrupt the family.

> Of the several lists that have been prepared the following listing encompasses the major functions which families are expected to perform for their members and for society: 1) physical maintenance for family members through providing food, shelter and clothing; 2) addition of family members through reproduction or adoption and releasing them when mature; 3) socialization of children for adult roles in the family and in other social groups; 4) maintenance of order within the family and between family members and outsiders; 5) maintenance of family morale and motivation to carry out tasks in the family and in other groups; 6) production and distribution of goods and services necessary for maintaining the family unit. (Hill, 1971:16)

These are the basic functions the family system provides for the family in various ways. "These tasks constitute one of the regularities of the family as a system, that give direction and needed rationale for family activities" (Hill, 1971:6).

Additional important systems concepts are those of system resources, system inputs and system outputs. Resources are used by the family system in order to meet demands or achieve the desired outputs or goals. Resources may be available from within the system or outside the family. They may be in the form of money, time, energy or skill.

System input is information or communication. In an open adaptive system, such as the family system, input may come from within the boundaries of the system or its subsystems. As well, it may come from outside the system. Input gives the system information about

discrepancies or incongruencies so that corrective action can be taken. Feedback on resulting changes in the system can then be taken into the system as input again (Hill, 1971).

Outputs are communication to others in the system or outside the system in order to accomplish family goals and tasks. Output is taken as feedback and put into the system as input. In this way the system can be adaptive and achieve re-equilibrium. Output can also be in the form of behavior and task accomplishment.

The previous discussion has focused on the concepts of modern systems theory which are most useful in the development of this thesis. These concepts will be applied to the problem of child-care in the following chapter.

SUMMARY

The previous review of literature has revealed several facts of major importance to this research. First, the mother-absent family exists in society today, as previously, although the reasons for mother-absence may be different. The greatest need of Canadian single-parent families indicated in the recent studies of Guyatt and the Canadian Council on Social Development, are day care and homemaker services. As well, many researchers noted the dearth of information on the mother-absent single-parent family. Thus it is the intent of this thesis to use a systems theory approach to investigate how male single-parents provide substitutes and alternatives for the child-rearing tasks which are considered the mother's role in the family.

CHAPTER III

CONCEPTUAL MODEL

INTRODUCTION

Bell and Vogel (1960:1) define the family as "a structural unit composed, as an ideal type, of a man and woman joined in a socially recognized union and their children". The concept of a system being a whole made up of interrelated and interdependent parts is exemplified by the two-parent family, as well as the single-parent family. The father is traditionally the breadwinner, and the mother performs the majority of the child-rearing tasks. The single-parent family unit differs from the traditional family, in that one parent is absent and the remaining parent has the total responsibility for children and for maintaining the family system. Thus the interdependence and interrelationships in a single-parent family will be different. The single-parent family lacks the resource of the missing parent in achieving the performance of child-care tasks. As it is the mother's major function in the "ideal family type" to perform the child-care tasks, in the mother-absent family, it is these functions which must be replaced in order that the system can perform the tasks. A characteristic of any social system is that it performs functions for its members. As a social system the mother-absent family must perform the child-care tasks of supervision, meal preparation and purchase and care of clothing.

How this is done is the focus of this thesis.

The change in family organization precipitated by the mother's absence creates a situation in which established behavior patterns are no longer adequate. Thus the family is in a state of disorganization. It is likely that at this time, fathers report the accomplishment of child-care tasks as trying and difficult. However, readjustment would be expected, as the families established new routines to meet the family's child-care needs. It is likely that the mother-absent family would try a variety of alternatives to replace the mother, in a "trial and error" process of readjustment and establishing re-equilibrium.

Concepts of relevance at this time are those of system resources and system outputs. Resources are used by the family system in order to perform these tasks. The resources for these tasks from within the family systems are the time, energy, skill and resourcefulness of the father and other family members. If the family cannot fulfill the needs themselves, resources from outside the family may be used or paid for such as agencies, services, neighbors, friends and relatives.

The output of the mother-absent family system can be the accomplishment of child-care tasks or communication which facilitates the accomplishment of these tasks. It may be feedback back into the system as information (input) on how the family system can accomplish the child-care tasks, or to systems outside the family. The following discussion will deal with the readjustment of the mother-absent family from a complex adaptive system perspective.

RESOURCES OF THE FAMILY SYSTEM

Resources within the family system - Systems theory recognizes the interrelatedness of all parts of the system. With the mother's absence, aspects of her role, which are the performance of child-care tasks, can no longer be done by her. This has implications for the roles of the remaining family members. It is likely that the roles of remaining family members will be expanded so that the tasks previously performed by the mother are provided. The extent to which new roles are assumed by the older children will depend on their ages, willingness to do this task and competency at it. It will also be influenced by the time the father can take to help them learn this role. Older children may assume greater responsibility for supervising younger children or themselves more frequently. They may help to a greater extent in meal preparation and clean-up; or in the purchase and care of their own clothing as well as that of younger brothers and sisters. Thus the children's roles are expanded in the family to provide this task.

It is more likely, however, especially in families with very young children that the father will assume child-care tasks, particularly in the area of meal preparation and clothing. Many men have had experience in meal preparation and care of clothing as bachelors, or have helped their working wives. Alternatives to doing these tasks for the family may prove to be too costly, inconvenient or unavailable for the single-parent father, so that he has no alternative but to perform these tasks himself. Whether or not he chooses to assume these tasks will depend on such factors as his previous

experience with them, the amount of time he has and the alternatives available to him and their cost. These tasks may also be shared between the father and the children. The degree and extent would be determined by such factors as the age and competence of the children, and the time available to each of the family members.

However, the single-parent father may have resources other than his own time, energy and skills at his disposal to accomplish the child-care tasks previously done by the mother. The father may be able to purchase alternatives in the areas of child supervision, meal preparation and purchase and care of clothing. The need to purchase alternatives may come at a time when the family is facing the added costs of day care if the children were previously cared for by the mother while the father was at work, or if the mother's income is no longer available to the family if she was working. As well, due to added responsibilities in the home, he may be unable to do much overtime at work or take jobs that require shift work, travel or evening work. Thus the purchase of resources outside the family system may not be available to the extent it is needed, or would be enjoyed. Resources in the area of child supervision which can be purchased would be live-in housekeepers, day-care facilities and babysitters. In the area of meal preparation, the family could eat more meals out, order food to be brought to the home, hire someone to prepare meals, or make greater use of convenience foods. In the area of clothing and its care, the family could throw out clothing rather than mend, hire someone to mend and send laundry out to a laundry service.

Resources outside the family system - Additional resources

outside the family which can help the single-parent accomplish the child-care tasks, are friends, neighbors and relatives. In previous times, the relatives were a major source of support to the mother-absent family, but with high mobility and the isolation of the nuclear family, they are less so today. The resource previously mentioned may provide alternatives such as having the family over for meals, or sending food over to the family, e.g. baking. It is expected that some fathers may prefer to have all family meals within their nuclear unit to help maintain and establish a family unit and identity. They may find it easier and less time consuming to prepare meals themselves. Others may find it easier to take as many meals outside the home as possible. Friends, neighbors and relatives may also provide child-supervision at various times e.g. evenings or weekends. Laundry, ironing and mending may be done by female friends. Neighbors may buy or give the major portion of the children's clothing. This may be done if the father does not feel he has the skill or the time, or if it proves to be an acceptable alternative to doing it himself.

Some resources used by the family may provide several services. For example, some child-supervision arrangements may provide meals, e.g. day-care facilities and live-in housekeepers. Some live-in housekeepers or day babysitters may also do laundry for the family.

BOUNDARY MAINTENANCE

The boundary of the family system is permeable so that these various resources may enter to enable the father to accomplish the child-supervision task. Many factors may influence the type and extent

that these resources are allowed to permeate the family system. The financial resources of the father will greatly influence the type of resources he will use. For example, a live-in housekeeper may be preferred, and most suited to his child-supervision needs, but may be beyond his means. The availability of alternatives regardless of cost is another factor. Day-care facilities may not be close to home, or housekeepers may not be available. The age and number of the children will influence the type and extent of care required. In addition, the values of the father, and what he perceives as best or most convenient for his family will determine the alternatives he uses.

POSITIVE AND NEGATIVE FEEDBACK PROCESSES

It is through the process of feedback loops that the family establishes equilibrium and finds new ways to adequately provide the necessary child-care. Information (input) can be exchanged between family members as to what their needs are and how satisfactorily they are being met. Similarly, information can be exchanged with agencies outside the family such as schools, social services and day-care facilities. If certain patterns are retained from when the mother was in the family, e.g. day-care if the mother was working, continuing to use this facility would maintain homeostasis or the status quo. If new patterns are tried and proved satisfactory, they are maintained through a negative feedback loop.

However, neither the old patterns or attempted new patterns for adaptation may prove to be satisfactory. Information that they are not is obtained through input into the system from outside systems,

or is output from the family system put back into the system as input. New patterns may then be tried through a process of trial and error or through deliberate change in the child-care goals. This process through a positive feedback loop leads to morphogenesis. In this way the system may change the way in which child-care was accomplished in the two-parent home a great deal. Thus in the mother-absent family, the degree of child supervision may decrease to the satisfaction of the father and the children. As well, several types of child-care may be tried until one is found that most suits family needs. There will also be changes in child supervision due to maturation of the children and changes in available alternatives.

In the area of meal preparation, a positive feedback process is initiated when information comes into the system that suggests a change in the previous meal preferences established in the family. It could be the father or older children taking on the meal preparation task, or the family finding other means of obtaining family meals which are satisfactory to the family. The father may have different priorities and preferences, or lack the skill and the time to prepare the same type of meal, so a new type of meal pattern evolves, e.g. quick cooking, or lighter meals. A negative feedback loop maintains the meal patterns established in the two-parent home through family members indicating a preference for those patterns. As well, a negative feedback process maintains new patterns that evolve which prove satisfactory in meeting family needs.

Similarly positive and negative feedback loops evolve and maintain adaptive patterns in the purchase and care of clothing. They help to achieve and maintain a balance between the family's time,

energy and available resources.

ROLE REORGANIZATION

Role conflict - In order to further clarify how the mother-absent family reorganizes to provide for child-care, it is necessary to discuss some aspects of the resolution of role conflict and role overload. In the mother-absent family, the father will continue in his achieved roles in the family, such as father and breadwinner. Most fathers remain working full time. The extent and variety of previous achieved roles depends upon his willingness to participate in family tasks, and the previous need for him to do so within the two-parent family system. When the family becomes a mother-absent family, it is likely, the father will adopt many of the roles previously performed by the mother. Due to the absence of another adult in the family system, it is not necessary to ask permission to adopt the role. It is difficult to predict whether the adopting of the mother's role in the family will elicit the approval of society or not, as it is somewhat against sex-roles for men. However, traditional sex roles are changing. It is increasingly acceptable for men to be involved in the physical care of their very small babies. As well, more wives are working than ever before, which frequently necessitates the husband's involvement in the home and in child-care. Increasingly society is realizing that expressiveness and nuturance are within the emotional capacities of men. It is possible, that a man may receive approval for this role from family, friends and co-workers. I believe he will, in some instances.

Role-overload - While role flexibility has been identified as a major requirement in adjustment to crisis, the problem is that the assuming of additional family roles can result in role-overload for the members in a mother-absent family. If this is the case, the younger the children, the more likely it is that the father will assume the majority of roles that are not performed by resources outside the family. Thus in a mother-absent family with young children, if the father does not use resources from outside the family system to fulfill child-care tasks, a condition of parental role-overload will exist for him.

In order to cope with role-overload, the father can do several things. He may bring new resources into the system to provide child-care as mentioned previously. Another method of coping with role-overload is to change the systems goals by choosing not to replace the task. Because child supervision, meal preparation and clothing maintenance are such basic aspects of child-care, it is unlikely this alternative will be chosen to any great extent.

A third means of reducing role-overload is to conserve time and energy by lowering the standard to which the task was achieved previously. For example, children may be left unsupervised more frequently, meals may be lighter and less elaborate, and ironing may not be done. Due to ascribed roles in child-rearing tasks, it is possible that a man may be inexperienced in performing these tasks and be unaware of socially expected standards, which result in a lower standard of task performance. As well, his values, due to demands made upon him, by the family situation, may dictate that a new standard is "good enough".

The degree and extent of role reorganization necessary to

accomplish the child-care tasks will depend to a great extent on the previous division of labor within the family and the patterns of role reciprocity developed. If the father, or older children were already actively involved in child-care tasks, a smaller degree of role change and reorganization will be expected. It is possible that successful readjustment may be dependent on a pattern of previously shared family roles.

In addition, the goals of the family system, will demand a great deal of his time and energy and may not reflect the single-parent father's personal goals. It is likely then, that he may have to reduce the number of hours that he spends at work, or on overtime. As well, he may not be able to work for promotions or accept advancements which may make his work more interesting, or more remunerative. He may find he has had to give up many of his own hobbies and activities that he previously enjoyed. It may also be very difficult to participate in social activities due to family responsibilities and lack of time, energy and money. Due to the demands of a full time job and home responsibilities, he may feel he is not meeting the emotional needs of his children by spending enough time with them and facilitate their adjustment to a single-parent family.

Drawing from the review of literature and using systems theory as a framework, a conceptual model of how the male-headed single-parent family provides for the child-care tasks has been developed. Using the research design developed in the following chapter, data was collected to test the model. The findings of the research will indicate what aspects of the conceptual model are accurate and those that need revising.

CHAPTER IV

METHOD

INTRODUCTION

To date there has been little research done on single-parent fathers and how they replace the mother's functions in the home in the areas of child supervision, meal preparation and purchase and care of clothing. Therefore it is the intent of this study to be exploratory in nature. Its goals are twofold. One, to obtain insights into how single-parent fathers fulfill the tasks previously done by the mother. Two, to identify areas of major concern relative to the single-parent father in fulfilling these tasks.

PROCEDURE

It was anticipated that there would be some difficulty in obtaining a sample of single-parent fathers due to the relative infrequency of their occurrence compared to other family forms. As well, there seemed to be a greater possibility they may have had female relatives or live-in housekeepers caring for the children, which would make them less visible and therefore less available to the researcher. In addition, it was desirable to avoid obtaining the sample totally from day-care centers which would then be the sole means of providing child supervision while the father was at work. Thus a variety of

means were used to obtain a sample. An ad was placed for two weeks in the Edmonton Journal in the "Day-care Available" section, asking for the participation of single-parent fathers in a research project. No response was obtained using this method. All the singles clubs such as DUCE, Single Again, Minus 1, Club 30-30 and Club 88, were contacted, and asked to include a brief description of the research project in their newsletters. Some club presidents supplied the names of members who were later contacted by the researcher.

All social workers employed by the City of Edmonton were contacted. They were requested to forward letters and response cards to fathers that were using home-care programs and single-parent fathers in their case loads.

All day-care centers listed in the Edmonton City Telephone Book were contacted. Day-care supervisors were informed of the study and asked for their co-operation in forwarding letters and response cards to the fathers using their facilities. The researcher delivered in person, a letter explaining the study to the agency, as well as the number of letters that each social worker or day-care director indicated they could forward to the fathers, so that additional questions and a greater commitment to be positive in promoting the study could be encouraged.

As well, social agencies such as Catholic Family and Child Services, Preventive Social Services and Edmonton Family Life Council were contacted for single-parent males using their programs. Only the Catholic Family and Child Services was able to forward letters for the researcher, although the other agencies offered ideas for obtaining a sample.

There was also an effort to recruit fathers through personal contacts. An individual who knew of a single-parent father was encouraged to mention the study to the father. If he was interested in participating or wanted further information, he was contacted by the researcher. In some instances, agreement to participate was given over the phone, in others a letter and response card was forwarded to the father.

In order to obtain the co-operation of day-care directors and social agencies, it was necessary to devise a means of protecting the confidentiality of the father using their facilities. In order to do this, letters containing three enclosures were delivered to those who had fathers using their facilities (Appendix A). Each envelope contained a letter to the father explaining the research project; and a page of common questions people have about participating in research, such as how their names were obtained and what will be done with the data collected. As well, there was a stamped response card, addressed to the researcher asking the father to indicate if he wished to participate or not, or if he desired more information. Cards requested that the fathers give their name, address and phone number. Letters containing these enclosures were forwarded to the fathers through social workers, day-care facilities or the researcher.

As the response cards arrived, or personal contacts were made, the researcher called each respondent to introduce herself and thank the father for his interest. At that time, information as to the ages of children and the length of time the father had been a single parent was collected. The father was then told he would be reached shortly to arrange for an appointment for an interview.

After the sample population was chosen, the fathers were called again and an interview time was established. Fathers not chosen for the sample were contacted, and given an explanation as to why they were not needed. They were assured they would be sent a summary of the study.

Interviews were generally done in the fathers' homes. The interviews were recorded on a cassette tape recorder and later transcribed verbatim from the tapes.

After the interview, a thank-you note was sent to each father, thanking him for sharing his experiences and his time. As well, he was reassured a summary of the study would be sent to him.

THE SAMPLE

The sample chosen consisted of 22 single-parent fathers living in the Edmonton area. Two fathers were used in the pre-test interview and 20 compiled the sample for the study. Each father had primary responsibility of his children, as well as being a single-parent father for a minimum of three months. It was felt a minimum of three months was necessary so that new routines could be established. Respondents with the youngest children were chosen so that there would be some similarity in the amount of dependency of the children, and in the type of child-care tasks they would require done for them. The average age of the children was 6.7 years. The following table indicates the number of responses from various sources and the number of fathers from each in the study sample.

TABLE 1

Sources of the study sample.

Contact with fathers obtained by	Fathers who responded	Fathers in the sample
1. Word of mouth	6	4
2. Singles clubs	9	3
3. Catholic Family and Child Services	5	3
4. Day-care centers	9	6
5. Edmonton Social Services--subsidized day-care or subsidized live-in housekeeper	6	6
TOTAL	35	22

The thirteen fathers who were excluded had either older children or had not been a single-parent family head for a period of three months.

THE INTERVIEW SCHEDULE

It was felt that for an exploratory study, more original information could be obtained if an open-ended question format was used. The interview schedule developed is in Appendix B. Open-ended questions were developed in the areas of child supervision, meal preparation, and purchase and care of clothing to give information on how the tasks were previously done in the two-parent home; if the father helped in these areas; and how the tasks were presently being accomplished, or if they were. As well, questions were included to ascertain how the new routines had affected the father's work, liesure time, and relationships with others, including his children. Fathers were also asked to indicate what problems were most troublesome and resources that were helpful to them in providing care for their children in the three areas

of focus in the thesis. In addition to the interview schedule, fathers completed 15 questions dealing with demographic information at the end of the interview.

PRE-TEST INTERVIEWS

A pre-test interview was conducted on two cases. Several changes were made in the demographic information sheet to clarify what information was needed. The interview schedule proved to be satisfactory, except for question D22 which asked for any other ideas, experiences or recommendations the fathers wished to share. It was found that this question was too vague, so the interviewer suggested "in the area of social change, support services or the legal system".

DATA ANALYSIS

The data collected through the interview schedule was organized into categories of responses for each question. Categories were created for all responses.

In many instances, e.g. if the father had more than one child or resource at his disposal, he would indicate a response to more than one category in a question. The number of responses to each category were recorded. In some instances response categories were mutually exclusive.

For ease in handling the large amount of data collected, the data was keypunched onto computer cards. Using the SPSS system, descriptive data, indicating the frequency of response to each of the 403 variables was obtained. The print-out indicated the number of cases in

each variable, as well as the percentage distribution of each variable. The number of cases is used in the descriptive section of the data analysis to indicate how the fathers provided for the child-care tasks. In order to obtain as many insights as possible into how fathers coped, further manipulation of the data was attempted.

Certain variables were grouped in order to see if any general trends in coping techniques could be identified in certain areas. Comparisons were made between families with the mother previously caring for children while the father was at work, and those with the mother not caring for the children while the father was at work. The income of the fathers was dichotomized at those below $15,000 and those above $15,000 to see if they coped in any specific areas in significantly different ways. These limits were established because it divided the fathers into two equal groups. Groups were formed on the basis of having relatives of the husband and the wife in the city and those having none, to see the extent that relatives were used as a resource in the family system and in what areas. It was wondered if the time of being a single-parent father would influence the means of coping or the kinds of concerns expressed. Families were grouped into those being single-parents less than two years and more than two years. The division was arbitrarily set to equalize the number of fathers in each group. The number of hours the father worked was dichotomized to 40 hours or less, and more than 40 hours per week in order to see if that showed any differences in the means of coping. As well, it was thought the number of children in the family and the ages of the children could greatly influence coping patterns and the use of resources. Groups were created for families with one, two and three or more children.

Families were divided into three groups on the basis of the children's ages; families with children less than five years of age, and families with children both under and over five years of age, and families with children over five years of age. Cross-tabulations of these new variables with various means of meeting the family's needs thought to be influenced by the new variabled were run. Chi-squares were calculated and in the case of very small cell frequencies, corrected chi-squares were done automatically by the SPSS computor program. Fisher's Exact Test was used as a test of significance, on 2 by 2 cell tables. Significant relationships are included in the text of the findings chapter, whereas insignificant relationships are included in Appendix C. Probability level for all tests was set at $p = .05$. As well, frequencies on the new variables on related means of coping were run to see if there were trends in different means of coping suggested by the conceptual model. These findings have been included in Appendix D.[1]

As mentioned previously, in order to explore the data collected to its fullest, new variables, outlined in the methodology chapter, were cross-tabulated with other variables. It was anticipated that there would be significant relationships between the new variables created and the variables with which they were cross-tabulated.

Although some cross-tabulations were significant to the $p = .05$ level, many were not (see Appendix C). However, when frequencies of the new variables were compared, in many instances a trend existed which supports the coping methods suggested in the conceptual model (see Appendix D).

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[1]Only those differing by 3 cases were recorded.

There are several reasons for a large number of the cross-tabulations being insignificant at the p = .05 level. The major reason is the small sample size, and the problem of non-variability among the cell frequencies reported or a very small cell frequency. In addition, a very small sample size, even with the use of the corrected chi-square, and Fisher's Exact Test, makes for a more rigorous test of significance. Thus it is more difficult to obtain a significant relationship between the variables. When considering these factors, it is best not to conclude there is no relationship between the variables but that it would be wise to conduct the study on a much larger sample.

Because the majority of the answers to the questions in the interview schedule were explicit and described what alternatives or resources the father used at various times, I believed it wasn't necessary to verify all responses by a second coder. In order to have greater confidence in the data collected by questions D2, D17, D18, D19, D20 and D21 answers were recoded by a second coder. A crosstabulation of the coding of each coder indicated some coding differences. Out of a total of 1,080 responses, there were 22 discrepancies in coding between the original and second coding. This represents 2.4% disagreement.

CHAPTER V

FINDINGS

INTRODUCTION

In order to facilitate the readers' understanding of this chapter, several points of explanation will be made. First, the numbers in brackets indicate the frequency of responses to a variable. For example, fathers were separated (9), divorced (9) or widowed (2). When reporting on a new category such as fathers with high or low income, frequencies are reported as 6/10, which would indicate 6 cases out of a possible 10. Second, when fathers respond to a mutually exclusive variable all cases are accounted for. Thus they will total 20. Some of the variables are not mutually exclusive, therefore the total number of responses may be greater than 20. As well, in some instances, all possible response categories are not reported due to extremely small response frequencies. In these instances, response totals may be less than 20. Third, the test of significance used is chi-square or a corrected chi-square which the SPSS program computes automatically for contingency tables larger than 2 by 2 with a small sample size. Fisher's Exact Test is used on 2 by 2 contingency tables when the sample is 21 or less. The level of significance for both tests of significance is $p = .05$. These methods of reporting data are used consistently throughout the remainder of the thesis. The

analysis of the data will be introduced by a description of the research population and the resources they use in order to fulfill the child-care tasks.

In each family it was the natural father who was raising his children. In 5 cases the father did not have all the children in the two-parent family with him. The average number of children in each family was 1.9, with the mode being two children per family. The average number of children in the original families was 2.5, with the mode being two as well. The ages of the children ranged from two to seventeen years. The average age of the children being 6.7 years. The sample included thirty-nine children, only three of whom were in their teens. Thus the children would be relatively dependent on the father in the three child-care areas which are the focus of this thesis.

The fathers were separated (9); divorced (9); and widowed (2). They ranged in age from 21-45, with 2 fathers in the 21-25 age group; 5 fathers in the 26-30 age group; 7 in the 31-35 age group; and 4 in the 36-40 age group and 2 fathers in the 41-45 age group. Eight fathers had been a single-parent for less than one year; two fathers had been a single-parent between 1-2 years; nine fathers had been a single parent for 2-3 years; and one father had been a single-parent for over 5 years. The majority of the fathers were employed full time (17), the others were university students.

The resources - In order to provide for the child-care tasks, the father can make use of resources such as money, relatives and the services of agencies. The earnings of the fathers fell predominately into two groups; 8 between $10,000 and $14,999; and 8 between $15,000 and $19,999. Three fathers earned less than $9,999 and one earned

between $22,500 and $24,999. The most frequently occurring additional monthly income was less than $199 (12). Four fathers reported no additional monthly income. The other three had various additional monthly incomes. These findings would put the average income of the fathers in the sample well above national average for single-parent families which is $5,669.[2] This resource comes from within the family system as it is earned with the time and energy of the father.

Resources which can be taken into the family system are relatives, the child's mother, and various agencies and their services. Thirteen fathers indicated they had relatives living in the city, related to either him or his wife. These included mothers, fathers, sisters, brothers, aunts, uncles, cousins, adult nieces as well as step-relatives. Slightly more fathers (10) reported having their relatives in the city than their wife's (8). Only seven fathers reported having no adult relatives of either his own or his wife in the city. Twelve of the mothers lived in the city, eight did not. All mothers saw their children on the average of 39.8 days per year, or 3½ days per month.

Additional resources that the father used were agencies. The agencies contacted most frequently were Edmonton Social Services and Edmonton Home Services. Only 5 fathers made no effort to contact a social agency. Of the 15 fathers that did, 11 received help in some instance, and 6 did not. The use of agencies will be discussed in greater detail later.

It is recognized as well, that friends and neighbors can be a resource for the family. It was felt that this would be too diffi-

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[2]Statistics Canada, 1974.

cult a population to define, so information was not collected about use of their friendship groups as a resource for meeting child-care tasks, unless the information was volunteered.

In order to describe the reorganization and changes that occur in the sample's single-parent family system, with the absence of the mother, it is necessary to report on the sample families' organization and means of accomplishing the child-care tasks which were present before the family broke up. The following analysis will discuss the child-care tasks in the following order: child supervision, meal preparation and purchase and care of clothing.

CHILD SUPERVISION

Immediately - In the two-parent family situation, 9 fathers reported that the mothers stayed home and cared for the children and 11 fathers reported that the children were cared for by other means outside the home. In no instance did the fathers care for the children, although 2 reported sharing the child-supervision task with the wife. After the wife left the family, 9 fathers indicated that all or some of the children continued in previous care while they were at work. Thus 11 of the now single fathers experienced reorganization due to a change in child supervision for all or one of their children immediately after the mother left the home.

At the immediate onset of the mother's absence, child supervision while the father was at work was accomplished in the manner indicated in Table 2.

TABLE 2

Child supervision during fathers' work day

	Immediately after mother left	At time of interview
Friends	5	0
Cohabitant	0	1
Relatives	2	1
Day-care	7	9
Father took time off work	2	0
Babysitter	4	6
Boarding school	1	0
School	6	12
Live-in housekeeper	0	2
Periods of no supervision	0	4
No change in child supervision	9[1]	5[2]

[1]Since before the mother left.

[2]Since before the mother left or immediately after she left.

The majority of resources the father depended upon immediately after the wife left, came from outside the family system. Only 2 of the fathers assumed this task themselves, and in no instance was the child left alone or left to care for other siblings. Informal support systems such as friends and relatives were used to a greater extent (7 cases) than child-care facilities (5 cases), as a means of providing child supervision immediately after the wife left.

There was a significant relationship (Fisher's Exact Test $p = .008$) between mothers in the home in the two-parent family and the use of friends as a means of caring for the children immediately after

the wife left (5/9). In addition, there was a significant relationship (Fisher's Exact Test p = .009) between the mother being out of the home and the children remaining in previous care arrangements (8/11) immediately after she left.

At present - At the time of the interview, the children were carred for as indicated in Table 2 on page 56. The fathers no longer relied on friends and relatives to the extent they did at the onset of mother-absence. A greater use of day care and babysitters was reported. As well, more children were attending school and having periods of no supervision which reflects the increasing ages of the children. Thus, some children appear to have assumed responsibility for themselves.

As expected, reorganization followed a trial and error process, as most fathers (15) reported various child supervision arrangements, whereas 5 fathers did not change child supervision arrangements. Arrangements were changed for the following reasons: "maturation of the children" (5); "original arrangements temporary" (5); "changed for greater convenience" (3); "help or day-care unsatisfactory" (3). Thus it would appear that the equilibrium of the family had been a constantly changing, trial and error situation in the area of child supervision.

Fathers reported the following advantages of child-supervision arrangements: "convenience" (12); "educational day-care programs" (8) and "warmth of the babysitter" (5) most frequently. Most frequently mentioned disadvantages were "inconvenience" (8) and "concern over inadequate supervision" (5). When families were grouped into three categories, those having pre-school children, those with preschool and school-age children, and those with only school-age children, there

was a significant relationship between these categories and "inconvenience" as a disadvantage of child-care arrangements ($X^2 = 6.6$; df = 2; p = .035). The mixed-age group, and the school-age group, 2/5 and 6/9 respectively, indicated "inconvenience" as a disadvantage. It was not cited as a disadvantage of the preschool group, 0/6.

Ideal child-supervision arrangements - Fathers reported as ideal, a "live-in housekeeper" (6); "educational day-care centers" (5) and "a mother in the home" (4). Five fathers indicated day-care centers closer to home, after-school programs and the father staying home as the ideal means of child-supervision. Only one father indicated the ideal would be for him to stay home. In only 5 instances, did fathers report that the ideal child-care arrangement was being used. The other fathers (15) reported the major reasons for the ideal not being used were "the difficulties in finding a steady, reliable, live-in housekeeper" (5), and "the ideal, other than a live-in housekeeper, not being presently available" (7), and "economic impracticality (5).

There was a significant relationship between the ages of the children and the difficulty in finding a reliable live-in housekeeper ($X^2 = 6.71$; df = 2; p = .034). Thus, 2/6 fathers with preschool-aged children, 4/5 fathers with both preschool and school-aged children, and 1/9 fathers with school-age children reported the ideal was not presently available. However, as noted earlier, 5/9 of the families with school-aged children state the unavailability of a live-in housekeeper as the reason the ideal is not used.

When the families were grouped into families with one, two and three or more children, there was a significant relationship between the number of children in the family and the stated ideal not

being used due to "the difficulty of finding a reliable live-in housekeeper" ($X^2 = 6.68$; df = 2; p = .035). Families with one child reported this 1/7, with two children 1/9 and families with 3 or more children 3/4. It would appear that housekeepers hesitate to come into larger families, or that families with a greater number of children consider a live-in housekeeper as an ideal more frequently, which was the case (3/4).

In the 5 instances in which economical impracticality was mentioned as a reason for the ideal not being used, the fathers were all in the less than $15,000 income group. It would appear that limited finances influenced the fathers' means of obtaining alternatives for child supervision.

Other child-supervision needs - There are other times, apart from when the father is at work, that the mother may provide child supervision, e.g. evenings, when the child is sick, during school holidays, or during overnight stays and longer absences of the father. In order to meet these child-supervision needs, the type of resources the father uses are generally different than those providing supervision while at work. Children did not appear to assume this task themselves. In only 3 families, the fathers indicated that older children supervise more than before in the two-parent home. Three families indicated that older children do not supervise more and 14 indicated that the children were too young to stay by themselves, or there was only one child too young to stay by himself. For the families (7) that indicated that older children do supervise younger children, older children were reported to "supervise evenings" (2 cases) and for "short periods

during the day" (4 cases). Two fathers reported "leaving children on their own", during school holidays, and one reported "leaving children alone during the evening". It must be noted however, that 14 of the fathers reported "older children were too young to babysit", or that "there was an only child, too young to stay on their own".

Frequently, the father assumed other child-supervision tasks. For instance, when the child was sick, thirteen of the fathers reported staying home at some time. In addition, 8 reported taking children along to adult functions whereas 2 fathers indicated they did sometimes, and 12 fathers indicated they did not. Reasons for taking children to adult functions included "being unable to get babysitters" (4); "child's behavior was good enough" (3); and "it was a good experience for the child" (3). During school holidays, 4 fathers reported they "took holidays as a means of providing child supervision", and 2 reported "having children to their place of employment". Seven fathers indicated no change in child supervision arrangements because the children were not in school.

Other resources used by the fathers outside the family system to accomplish child-supervision apart from when he is at work, were relatives, the child's mother, friends and neighbors, hired babysitters and agencies. Following is a chart indicating the frequency that resources were used from outside the family system (with the exception of agencies), at the time of the interview.

TABLE 3

Care of children by resources outside the family system

	Sickness	Evenings	School Holidays	Overnight Stays	Longer Absences
Relatives	5	2	3	4	6
Child's mother	0	0	1	4	6
Friends and neighbors	5	7	3	7	2
Hired babysitter	2	12	2	2	1

There was a significant relationship between families with relatives in the city and relatives caring for children on longer father absences (Fisher's Exact Test p = .044). As well, there was a significant relationship between families with the father's relatives in the city 10/20, and children staying with relatives on overnight stays (4/10) (Fisher's Exact Test p = .043). However it must be noted that five of these families also had relatives of the wife in the city as well. Data did not indicate with whose relatives the children stayed.

There was a significant relationship between the number of hours the father's job took him out of the home and the absence of the occurrence of longer absences (Fisher's Exact Test p = .002). Fathers who worked 40 hours per week or less reported a longer absence had occurred (11/11). Fathers working more than 40 hours a week reported that it had not occurred in 6/9 cases. The relationship was significant (Fisher's Exact Test p = .002). This may reflect the nature of the father's work, or the type of recreational interests he is able to pursue working the number of hours he does.

Use of agencies - An additional resource available to the fathers is community agencies. As mentioned previously, 15 fathers

contacted agencies; 11/15 fathers contacted agencies and received help; 6 indicated they did contact an agency but did not receive help. No attempt to contact agencies was reported by 5 fathers. The major reasons given for contacting an agency were "to find a live-in housekeeper (7); "to find a home-care or day-care facility" (8); and "to obtain subsidized child-care" (4). There was a significant relationship between the use of an agency to find a housekeeper and the mother's being in or out of the home in the two-parent family (Fisher's Exact Test $p = .012$). Fathers whose wives were out of the home in the two-parent family, reported contacting an agency to obtain a housekeeper in 1/11 cases. Fathers whose wives were in the home in the two-parent family, reported contacting an agency to obtain a housekeeper in 6/9 cases. There was a significant relationship between the length of time of being a single-parent family and contacting the agency for subsidized day-care (Fisher's Exact Test $p = .043$). Four cases out of 10 who had been a single-parent for less than two years contacted an agency for subsidized day-care, while those who had been a single-parent for more than two years did not (0/10). This finding may reflect the needs of a family with younger children.

Another reason for contacting an agency was "to find a child-care facility". There was a significant relationship between this reason and the ages of children in the family ($X^2 = 7.82$; $df = 2$; $p = .020$). Those families with children younger than six used an agency to find a child-care facility in 5/6 cases; those with both preschool and school-age children reported 2/5 cases; and families with children of school age 1/9. The success of families with younger children receiving help from agencies is likely a reflection of the

type of help that is needed at that time. For example, of all the fathers that approached agencies, 6/6 fathers with preschool children contacted and received help. Only 2/5 fathers with both preschool and school-age children; and 3/9 fathers with school-age children contacted agencies and received help. This relationship was significant ($X^2 = 7.07$; df = 2; p = .029).

Several factors had a significant relationship with "fathers making no attempt to contact an agency". There was a significant relationship between this variable and the fathers working 40 hours or less, or more than 40 hours (Fisher's Exact Test p = .029). Fathers working 40 hours or less made no effort to contact an agency in 5/11 cases. However fathers working more than 40 hours reported making no effort to contact an agency in 0/9 cases. When fathers were grouped according to their earnings, less than $15,000 and more than $15,000, all fathers earning less than $15,000 reported making an attempt to contact an agency, whereas 5/9 fathers making more than $15,000 reported making no attempt to contact an agency. This relationship was significant (Fisher's Exact Test p = .008).

The greatest problems reported in the area of child supervision was "the child's illness" (7); followed by "evening babysitting" (5) and "absences for longer periods of time" (4); "fathers' absence overnight" (1) and none (3). It appears that the single-parent father makes use of a variety of resources outside the family in order to meet the child-supervision needs when the children are young and unable to supervise themselves. In order to make this task easier for single-parents, fathers suggested "more day-care centers" (7); "an increase in all day-care facility standards" (4); "an extension

of day-care hours to evenings, weekends and nights" (4); clearer guidelines for qualifying for subsidies and assistance; and after-school and lunch programs in the schools (3).

Relationship with children - The majority of fathers experienced role reorganization in relation to their children. Fathers (16) reported spending more time with their children due to "being the only parent in the home" (8); "finding it easier to take the children with him" (3); and "deliberately planning to spend more time with the children" (6). Four fathers reported spending less time due to extra housework (4) and the children visiting their mother regularly (1). When families were categorized on the basis of the number of children in each family, one child, two children and three or more children families, there was a significant relationship between the number of children and deliberately planning to spend more time with the children ($\chi^2 = 5.84$; df = 2; p = .053). All the fathers with only one child did not "plan to spend more time with their child" (0/7), while 5/9 in two children families and 1/4 in familes with three or more children did "plan to spend more time with their children".

The new activities which developed from spending a greater amount of time with the children were also a new role for some fathers. New activities reported by 11 fathers were "planned outings and experiences" (5); "taking the child with him more" (6); and "doing more around the home together" (5). However 9 reported that "activities had not changed".

An implication of the father spending more time with the children would be a change in the father-child relationship. The

majority of fathers (14) reported "they had grown closer to their children". Only 3 reported "growing apart from some children in the family" and one father "could not describe the change". That children had become much more dependent on the father was reported by 9 fathers. However 4 of the fathers reported that "they had always been close to their children" and there was little change resulting from the new family situation. There was a significant relationship between the time that fathers had been single parents and the feeling that the children had become more expressive and shared more with the father (Fisher's Exact Test p = .043). Of those fathers who were a single parent more than two years, 4/10 expressed this view, while 0/10 in the less than two year group did so.

MEAL PREPARATION

Previously in the two-parent family, the mother prepared the majority of the meals (13). However, 7 of the fathers reported "helping a lot or sharing the task equally in the two-parent home". Of these fathers, 6/7 of the mothers worked outside the home. Fathers generally reported having "a lot of previous cooking experience" (10) and "some cooking experience" (8).

Fathers' contribution - At the onset of motherlessness, 19 of the fathers prepared family meals themselves. At the time of the interview however, 15 fathers reported being responsible for the supper meal; the other 5 used the resources indicated in Table 4, page 66. Patterns had changed because other alternatives were available. Table 4 gives the frequencies of reported resources used by the father in

providing the children's breakfast, lunch and supper, at the time of the interview.

TABLE 4

Resources used to prepare meals in the single-parent family

	Breakfast	Lunch	Supper
Child prepares his own simple breakfast or has lunch by himself	5	3	0
Live-in housekeeper	2	2	2
Relative	1	0	1
Day-care centre	1	9	0
Cohabitant	1	1	1
Babysitter	0	5	0
Eats in restaurant	0	0	1
Father prepares breakfast, bagged lunch, hot supper	14	5	15

It can be seen that for breakfast and supper this task is assumed mainly by the father. The reasons given for maintaining the reported pattern of who prepares breakfast is that "it is quicker and easier for the father to prepare it" (6); "the child is too young to prepare his own" (7) or that "the child is old enough to prepare his own" (5).

Fathers gave a wider variety of reasons for preparing the evening meal themselves. Various reasons were that "it is easier to cook himself than to find or use another alternative" (5); "no one else to do it" (6); "prefers to cook himself to maintain the family unit" (3); and "he enjoys cooking" (2). The existence of these factors would maintain the present patterns of meal preparation in the family.

Only three fathers indicated that meal preparation was more problematic than child supervision and purchase of clothing. Thirteen fathers indicated "they didn't mind cooking" and 4 indicated "they liked it". Of the 3 fathers who "disliked cooking", two had not helped their wives, but had had some experience; one had helped in the two-parent family a lot and had reported he had "a lot of experience in cooking". It would appear in this one instance that familiarity with a task does not make it easier or more enjoyable. It must be noted that these fathers indicated that excessive demands on time and energy were a problem for them. Only 2 fathers reported that meal preparation was a continuing problem.

Children's contribution - Another resource within the family system which may help with meal preparation is the children. Ten of the fathers indicated that children do help to various degrees such as, "helping with food preparation" (6); "helping with wash up" (6); and "setting the table" (7). Fathers reported that "the children seem to realize they can help the father" (5) or "the child thinks it is play" (6). Only 3 of the fathers indicated that children help more in the area of meal preparation than they did prior to the mothers leaving. It must be noted that 10 of the fathers indicated that "the children were too young to help in this way or that their help was not expected".

Money as a resource - Money is another resource within the family system which was used to a minor degree to accomplish the task of meal preparation. Only one father indicated he ate out a great deal because he did not have the time and the organization to prepare supper meals in the home. As a means of preparing family meals more

easily, fathers indicated a "greater use of convenience foods" (4) which are more costly; and the preparation of more "quick cook type meals" (4) which involves the use of more expensive types of food.

Others contribution - Lunches were primarily prepared by others than the father; live-in housekeeper (2); day-care centers (9); babysitters (5). In 5 instances the father had to pack a lunch for the children. Reasons which facilitate the maintenance of these patterns were that "lunch is provided by the day-care or home-care facility" (11); "that it is the most convenient way" (4); "it is the responsibility of others in the home" (3). Some child-supervision facilities provide care for the children as well as their lunch; e.g. live-in housekeeper, day-care center, home-care or babysitter.

When others prepared the supper meal, the reason for allowing other adults to do it was that "it was their responsibility within the family system" e.g. live-in housekeeper (2); cohabitant (1); relative (1); and other adults share the cooking task (1).

Resources outside the family system were dining out, or eating at friends and neighbors. Only 2 fathers indicated they ate out more at restaurants on weekends. However, 10 fathers indicated they had been invited out more since becoming a single-parent family, in most instances it was friends who made the invitation (8).

Changes in meals - Most fathers reported changes in family meals, only 7 of the fathers did not. Various changes in family meals which occurred were that "meals were more basic and lighter" (7); "the increased use of convenience foods" (4); and "more quick cook type meals" (4). These trends reflect a lowering of the system's standards

as a means of coping with excessive demands on the father's time and energy, or role overload. Only two fathers reported changing the system's goals by not recognizing special occasions to the extent they had in a two-parent family. These fathers indicated that they didn't have the time and energy to continue the practice, nor did they see themselves in the role of organizer and executor of a children's birthday party.

PURCHASE AND CARE OF CLOTHING

In the two-parent family - The purchase and care of clothing was a task done primarily by the mothers in the two-parent home as illustrated by the following chart.

TABLE 5

Purchase and care of children's clothing in the two-parent family

	Purchase of Children's Clothing	Laundry	Ironing	Mending*
Mother	14	15	18	17
Father	1	0	0	1
Shared	5	5	2	1

* One two-parent family did not do mending.

Fathers generally had little input into these areas of child-care, most notably ironing (2) and mending (2). However when the families were grouped according to whether the mother was in the home or out of the home, the fathers contributed more in these areas in the families in which the wife was out of the home. Fathers helped with the purchase and care of clothing task, 4/6 cases; with laundry task, 4/5 cases;

with the ironing task, 2/2 cases; and with the mending task, 2/2 cases.

Resources used to accomplish these tasks in the single-parent family at the time of the interview are illustrated in the following chart.

TABLE 6

Purchase and care of the children's clothing in the single-parent family

	Purchase of Children's Clothing	Laundry	Ironing	Mending
Father	16	19	8	6
Children	1	4	0	3
Relatives	5	1	1	5
Friends	2	0	0	6
Child's mother	5	0	0	2
Live-in housekeeper	0	2	0	2
Cohabitant	0	1	1	0
Family doesn't do it	0	0	10	5

The father assumes the task of buying clothing (16) and doing laundry (19) to a much greater degree than the ironing (8) and mending (6).

The purchase of clothing - This is an area in which the father has a major input (16), followed by the mother (5) and relatives (5). Only 4 fathers reported they did not do this task. Only 3/12 mothers living in the city purchase the children's clothing. Of the relatives that purchased clothing for the children 4/5 lived in the city. Fathers generally reported they "didn't mind" buying clothing (11), 2 indicated they "liked it" and 2 "found it difficult or disliked it". All fathers reported they considered wash and wear

characteristics when purchasing children's clothing (20) even those that said they didn't shop for children's clothing (4). Fathers "tried to give some consideration to style, fads or the children's preference" (12), but some reported to be "more practical than style conscious" (8). Four indicated that "cost was the greatest concern". All of these fathers earned less than $15,000.

The laundry - The majority of fathers (19) performed this task in the single-parent family. The major reasons given for the father doing the laundry was that "there was no one else to do it" (6), or "it was more convenient and easier for him to do it" (14). Nineteen of the fathers expressed neutral feelings to this task, even though 8 had never done this task in the two-parent family. It would appear it was easy to learn and not too demanding. There was a significant relationship between others doing the laundry and the number of children in the family ($X^2 = 7.615$; df = 2; p = .022). Fathers with one child had others do it in 0/7 cases. With two children in the family, others did it in 5/9 cases. Families with three or more children indicated that others did it in 3/4 cases.

The ironing - A major way in which fathers coped with the ironing was not to do it (10). This is one means of coping with role overload. It may also be a change in the systems goals as a means of acquiring re-equilibrium. The reasons given for accomplishing the task in the manner in which they did were "the use of non-iron clothing makes it unnecessary" (10); and he "doesn't feel it's necessary to iron" (4). There was a significant relationship between the father doing the ironing and the number of children in the family ($X^2 = 6.02$;

df = 2; p = .049). Fathers with one child reported doing the ironing in 4/7 cases; with two children only in 1/9 cases, and with three or more children in 3/4 cases. As well, there was a significant relationship between the ages of the children and ironing in the family (X^2 = 10.85; df = 4; p = .028). Families with children less than six, reported that the father did the ironing in 1/6 cases and that ironing was not done in 5/6 cases. In families with both preschool and school-age children fathers ironed in 1/5 cases, others ironed in 2/5 cases, and it wasn't done in 2/5 cases. In families with school-age children, the father ironed in 6/9 cases and it wasn't done in 3/9 cases. Only 2 of the fathers had had previous experience with ironing. Eleven fathers expressed they disliked ironing, and only four said they liked doing it.

The mending - Out of 15 fathers, only 6 fathers indicated they mended clothes themselves. The major reasons fathers reported for their doing the mending was that "they had no other alternative" (6); and "they couldn't afford to throw the garment out" (3). Of the fathers reporting "they could not afford to throw the garment out", one earned less than $15,000 and 2 earned more than $15,000. As a means of coping with role overload, 5 of the fathers indicated they throw the garment out rather than mend it because they feel it is not worth the time it takes to fix it. Two of these fathers earned less than $15,000 and 3 earned more than $15,000.

As indicated in Table 6 on page 70, this task was generally done by others outside the family system. Reasons given to explain this means of achieving the mending task were "others didn't mind

doing it" (9) or the father "couldn't see himself mending" (2). The fathers' lack of participation in this task may be a reflection of previous non-participation and experience in this area. Only 2 of the fathers reported minding in the two-parent family. It is evident from Table 6, on page 70, that some fathers make use of more than one alternative in accomplishing these tasks, particularly the mending.

GENERAL FINDINGS

Of interest to this thesis was whether or not a father had alternatives other than caring for the child himself. Most frequently fathers reported that "relatives would have taken the children" (9), or that "no alternatives were looked for or available" (9).

Several fathers expressed that a major problem of a single-parent father would be "dealing with role changes and adopting new roles" (4); as well as "overcoming the social expectations that fathers can't be an adequate or coping single-parent" (3). However only one father expressed this as an initial problem that was encountered. This was not expressed as a continuing concern or problem. However one father expressed the concern that social stereotyping involves doubts that a single father can be a good parent.

Fathers expressed various opinions on what they thought about single-parent men raising children on their own compared to single-parent mothers. Many fathers indicated "fathers needed more help until new skills around the home were learned" (9), and 4 indicated that "fathers have to deal with greater role adjustments and lack of social confidence in them". Eight indicated that "mothers and

fathers have equal potential to raise children, but that being a single-parent is hard for both mothers and fathers". Three thought "it was not as easy for fathers", but three indicated that "it is easier for men because they generally have a higher income and a car". That "single-parents with opposite-sexed children may have difficulty" was expressed by three.

Although all fathers remained working, except 2 at the onset of motherlessness, 6 considered quitting work at the time. All fathers however, expressed reasons for which quitting work was not a viable alternative; "standard of living would be too greatly lowered" (10); "being on welfare was not within his self-concept" (9); and they "couldn't stand the thought of staying home" (7).

Fathers held varying views on whether a man should be allowed to go on welfare to be with his children. They felt that "single-parent fathers should not be encouraged to do so" (4); "neither mothers or fathers should" (6); "the alternative should be there if desired" (7); "the alternative should be available but only under special circumstances" (7). Fathers that had been single-parents less than two years indicated the welfare alternative should be available for those fathers who want it (6/10). Only 1/10 fathers who had been a single-parent more than two years expressed this point of view. The relationship between these variables was significant (Fisher's Exact Test $p = .028$).

As expected, being a single-parent did have an effect on many other aspects of the single father's life. Only 7 indicated that "being a single-parent interfered with work"; 13 indicated their work was "flexible enough to cope". Employers were reported to be as accom-

modating as possible" (11). There was a significant relationship between finding the employer accommodating and the time of being a single-parent father (Fisher's Exact Test p = .034). Fathers who had been single-parents for less than two years reported the employer was accommodating in 8/10 cases. Those fathers who had been single-parents for more than two years reported employers were accommodating in 3/10 cases. Only 1 father indicated the foreman had been a problem. Many fathers were unable to accept overtime since becoming a single-parent (13) which would have implications for their income at a time when they may need this resource the most.

Generally fathers indicated that "co-workers express interest, concern and surprise on how he is coping" (9). Five fathers reported co-workers show no reaction. As well, five indicated they didn't think their employers, co-workers or classmates knew they were single-parents.

Most fathers indicated some infringement on their own recreational time; "a lot" (8), "some" (7), and "none" (5). Generally, they expressed "acceptance of it" (13), "that they missed it" (4); and "planned to resume it" (3).

Fathers were asked to anticipate major problems they thought single-parent fathers may experience. They anticipated the problems would be "giving the child enough time/attention" (4); "child supervision while at work" (4); "dealing with role changes and adopting new roles" (4); "reorganization of routines and household duties" (4); and "overcoming social expectations that fathers can't be an adequate single-parent" (3).

The most frequent initial problem reported was that of

"regaining emotional stability of the family" (9) and "excessive demands on time and energy" (5). There was a significant relationship between having the wife's relatives in the city and reporting that an initial difficulty was regaining emotional stability of the family (6/8) (Fisher's Exact Test p = .039). Possibly related to this finding is that of the families reporting wife's relatives in the city, 5/8 also reported the wife was presently living in the city.

A continuing problem reported was the "continuous demands and lack of time" (4). There was a significant relationship between this variable and fathers who worked 40 hours or less and those who worked more than 40 hours (Fisher's Exact Test p = .026). Only the fathers who worked more than 40 hours per week reported this as a continuing problem. Many of the continuing problems they expressed related to their interaction with the children, e.g. "child supervision while at work" (3); "being solely responsible for supervising and all decisions concerning the children" (3); "concern that the children don't have two parents" (3); the "over dependence of the child" (1); and "doubts over giving the child enough time, love and attention" (1). The greatest concerns the fathers expressed as being single-parent fathers was "that the children grow up to be happy, normal and well-adjusted" (6); "that the children are missing a mother's love and the female perspective" (3); as well as "concern over giving enough time, attention and love" (4). Out of a total of 25 expressed concerns as single-parent fathers, 23 related directly to the children. Only 2 indicated a concern for the parent.

Although 15 of the fathers thought a single-parent father can meet the emotional needs of the children, they frequently qualified

it by saying "it depended on the individual". Only five fathers thought that single-parent fathers can't meet a child's emotional needs as well as a single-parent mother. As well, 16 fathers thought "the two-parent family was most effective", while only 4 thought "a single-parent family could do as well as a two-parent family".

When the data from the questions in Table 7 was summarized into table form, it is obvious that problems of an effective nature are also extremely salient. The three groups of concerns were formed on the basis of whether the responses reflected role reorganization concerns, task reorganization concerns or emotional concerns. Role reorganization concerns related to problems such as "dealing with role changes and adopting new roles" and "overcoming social expectations that fathers can't be good single parents". Task reorganization concerns related to problems such as "child supervision while at work", "purchasing children's clothing", and "reorganization of routines and household duties". Emotional concerns reflected concerns such as "decrease in social life and liesure time for the father", "dealing with the emotional upheaval of the family", "concern over spending enough time with the children", and "being solely responsible for the children".

These concerns are reflected by suggestions the fathers gave for meeting the needs of single-parent fathers. Fathers (8) indicated "fathers should have equal consideration in the courts in matters concerning alimony and custody of children". Another 4 indicated "a need for increased social awareness and support for male-headed single-parent families". A single-father discussion group was an idea presented by another 4 of the fathers as "a means of giving emotional

TABLE 7

Frequency of role reorganization, task reorganization and affective concerns

Question	Role Reorganization Concerns	Task Reorganization Concerns	Affective Concerns
Q.D17 In general, what do you think the major problems of single-parent fathers are?	7	9	8
Q.D18 What problems did you find particularly difficult at the beginning of being a single-parent father?	1	14	9
Q.D19 What have you found to be continuing problems?	0	9	11
Q.D20 What have been your greatest concerns in being a single-parent father?	2	5	18
TOTAL	10	37	46

* Numbers represent the number of times a concern was given in that area.

support during trying times". "A need for more marital counselling facilities or post divorce counselling on how to deal with ex-spouse" was indicated by 2 of the fathers. As well, fathers expressed a need for services and financial assistance to enable single-parents to be self-sufficient (3); and more information as to what services, facilities and resources are available and how to obtain them (4). Most of the needs the fathers expressed were those that could be filled through social or government agencies.

The major findings of the study are summarized below.

1. Mothers in the two-parent family generally had a very high degree of input into the child-care tasks in the two-parent family. However fathers in families with working mothers had a higher degree of input than fathers in families in which the mother was not working. Many fathers had varying degrees of past experience with tasks related to child-care.
2. Single-parent fathers generally assumed the tasks themselves or paid to have them done. The majority of tasks were accomplished by means of the father's personal resources.
3. There was evidence of the fathers coping with role overload.
4. The roles of the children were not expanded to assume the tasks previously done by the mother.
5. There appeared to be increased permeability of the family systems boundaries, but not to the degree expected.
6. Positive and negative feedback loops were in evidence which facilitated the morphogenic process towards readjustment.
7. The fathers (5/20) did not have all the children in the original family.

8. The accomplishment of affective tasks in the area of child-care was a more salient concern than the accomplishment of instrumental tasks.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

INTRODUCTION

The purpose of this study was to investigate how the single-parent father provided for the child-care tasks of child supervision, meal preparation and purchase and care of clothing. These tasks are traditionally done by the mother in the two-parent home. The following discussion will deal with the major findings of the study, as well as the limitations of the study and implications for further research.

DISCUSSION

Re-equilibrium at the onset of single-parenthood - The findings of the study indicate that the process of reorganization and adjustment in the male-headed single-parent family generally followed that suggested in the conceptual model. However, several items are worthy of comment for greater clarification and insight into the model.

As anticipated, it was found that mothers in the two-parent family generally had a very high degree of input into the child-care tasks which were the focus of this study. This finding was consistent with the findings of authors presented in the review of literature. The conceptual model reflected this finding in that it was anticipated that there would be considerable disorganization in the area of these

tasks when the mother left the family.

The conceptual model was accurate in that disorganization did result when the mother left. What is important to note, is that it varied as to degree. The factor which seemed to indicate the degree of reorganization was whether or not the wife had been working outside the home prior to her leaving.

In families in which the wife worked, there was a greater degree of overlapping of roles in the family. It was found that the father in these families (11/20) had had a greater amount of input into the child-care tasks in the two-parent home than fathers in families in which the wife was not working. These fathers helped to varying degrees in the various child-care tasks. It was found as well, that fathers had had varying degrees of previous experience in these tasks in the past, even if they didn't help in the two-parent family.

Due to the overlapping of family roles, these fathers were frequently participating to a degree, in meal preparation and the purchase and care of clothing for the children. These tasks were not new tasks to learn after becoming a single-parent family. Role reorganization in these areas would not be a case of learning a new task, but assuming the task to a greater degree. Unfortunately data did not indicate too accurately the previous involvement in these task areas in the two-parent family, or the extent to which they were assumed by the fathers and others in the single-parent family. Few fathers who had participated in these task areas in the two-parent family, indicated a dislike of a task (4/29). It appears that a pattern of shared conjugal roles, as suggested in the review of literature, does facilitate re-equilibrium and readjustment.

Single-fathers assumed the tasks - It was found that fathers generally relied upon their own resources to accomplish the child-care tasks. They either assumed them themselves or used their earnings to provide for them mainly in the area of child supervision. This finding concurs with Tobres' (1975) findings, and was suggested as a means of coping in the conceptual model. However Bedell (1971) and George and Wilding (1972) reported that the fathers assumed the tasks to a lesser degree. These authors did not indicate the average age of the children in the sample, who assumed a larger share of the tasks.

If the father did not assume the task himself, he decided if it would be continued or assigned to others outside the family system. Thus his roles were expanded to include the majority of the child-care tasks as well as that of the major decision maker regarding how these tasks would be filled and if they would.

Most frequently, the family achieved re-equilibrium by the father assuming the tasks because the father did not perceive he had any other alternative but to do it himself. There seemed to be the expectation that these tasks were to be filled within the family unit as they were in the two-parent family. The single-parent family seemed to be attempting to maintain the two-parent family model.

When the fathers did fulfill the tasks from resources outside the family unit, they generally contributed to the task as well. Data did not indicate the degree or extent that others outside the family system contributed to these areas. This information would have been helpful to determine the degree of autonomy of families using resources outside the family system.

Coping with role-overload - As mentioned previously, the fathers assumed the majority of the tasks. In this means of readjustment, the conceptual model predicted that a condition of role-overload would result for the father. This prediction proved to be true, as there was evidence of coping with role-overload.

All three methods of coping with role-overload were found to be present. Standards of performing a task were lowered. Fathers reported preparing lighter, more basic meals. The systems goals and output were changed when the father chose not to replace such tasks as ironing and mending. As well, new resources were brought into the family system to accomplish the tasks, such as a live-in housekeeper, relatives and friends.

Feedback into the family system to initiate these means of coping with role-overload was that the father didn't have the time or the skills to perform these tasks. As well, the father frequently had alternatives which he preferred to use in order to accomplish the tasks.

It is clear, as anticipated from the conceptual model, that two parents are needed in the family to accomplish the child care tasks. If one parent assumes the majority of the tasks, a condition of role-overload will exist.

Children's roles - In the great majority of instances, the roles of the children in the sample were not expanded to assume the tasks previously done by the mother. This finding concurs with Tobres' (1975) findings that the children in his sample did not expand their roles to any great extent. This finding did not concur with the find-

ings of Bedell (1971) or George and Wilding (1972). They indicated that the children did assume a greater share of the tasks in the mother-absent family. However the average ages of children were not stated in these studies.

Generally the fathers did not expect the children to help due to their youth, or they preferred that the children play. Thus the integrity of the child role was maintained in the single-parent family as it was in the two-parent family. The structure and organization as far as parent roles and child roles remained the same.

However in some instances the children did help. In these cases the children were generally older. It is to be expected as indicated in the conceptual model, that as children mature they would be expected to participate and contribute more. This expectation could also be present in a two-parent home. In order to establish how much more the children in a male-headed single-parent home contribute compared to children in a two-parent family in these areas, a study using a matched control group would have to be used to control for developmental changes in the family.

Permeability of family boundaries - It was anticipated in the conceptual model that the boundaries of the single-parent family system would have to be more permeable than in the two-parent family system in order to accomplish the child-care tasks. In some instances this proved to be the case but in most instances it varied little from the two-parent family system in which the wife was working. In families in which the wife was working, the children were cared for by facilities outside the family system, as they were in the single-

parent family system.

As in the single-parent families in the study, the original two-parent family may have required evening babysitting, and child-care for overnight or for a weekend. Relatives and friends may have purchased clothing for children in the two-parent family as well. Thus the input from resources outside the family system into the single-parent family system may not have been too different from input from resources outside the family system in the two-parent family. In order to indicate these differences data will have to exactly indicate the extent that these resources are used in a matched group of two-parent families as well in order to account for developmental changes.

The predictions of the conceptual model were valid relative to the factors which determined whether resources permeated the boundaries of the family system. Fathers generally indicated they did not have the type of child supervision they considered to be ideal. The reasons were generally that the alternative was not available or that it was too costly. This finding concurs with Tobres (1975). Generally they assumed the child-care tasks because there were not other alternatives available.

Positive and negative feedback loops - Although single-parent families differed as to the amount of readjustment required in the various aspects of child care, they all experienced some readjustment in some areas. There was evidence of positive and negative feedback loops, initiating the family system to a morphogenic process, or maintaining the status quo.

In families in which the wife was working the majority of children remained in their previous child-supervision arrangements.

Thus the status quo was maintained by a negative feedback loop which indicated that the original means of providing child supervision also met the single-parent family's needs.

At the onset of the mother's absence there was the greatest number of changes in the manner in which the child-care tasks were accomplished. Positive feedback loops enabled the father to evaluate his needs and choose from the resources available to him inside and outside the family system. In most instances the father assumed the task because there was no one else to do it, or it was not done.

If a means of coping proved to be adequate it was maintained by a negative feedback loop. Fathers felt that certain methods of child supervision had certain advantages, and that they didn't mind doing certain tasks. This sort of feedback into the family system maintained the status quo.

Frequently the single-parent family system experienced change, even after the original readjustment to the mother's leaving. Positive feedback loops initiated a morphogenic process which ended in another period of readjustment. As anticipated in the conceptual model, a factor which initiated morphogenic process in the single-parent family system was the increasing maturity of the children. Several fathers reported that a change in child-supervision was due to the increasing maturity of the children.

As well, change resulted when certain alternatives were no longer available or new alternatives were available. Three fathers reported having live-in housekeepers at one time, but found it impossible to find a good housekeeper for any length of time. They had to revert to their original means of coping by doing the tasks themselves.

Another father had moved in with his parents as a means of providing care, after trying to cope on his own. The maintenance of the status quo or the initiation of a morphogenic process would be ongoing at all times within the various tasks as the alternatives available and the needs and skills of the family members change.

Fathers with only some of the children - In 5/20 families, the fathers did not have all the children in the original family. These single-parent families had 2 less children on the average than the original two-parent families. This would cause an additional change in the structure of the single-parent family system in that the sibling sub-system as well as the mother-child sub-system would have changed.

The conceptual model does not predict the implications that this may have in the area of child-care tasks. However, it could be expected that the father would experience a lesser degree of role strain than if he had all the children with him. As well it is more likely that the child-care needs will be met from within the family system, as the demands on the father would be less than if he had all the children. It must be acknowledged though that the skills and resources of the missing children would not be available to meet the single-parent family systems child-care needs. Whether or not this would be an asset would depend on the ages of the missing children and the skills they could contribute.

As the researcher was unprepared for situations in which the father had only some of the children, no questions were developed to pursue this occurrence. However it would be expected that the father's relationship with this child would parallel the changes in his relation-

ship with children that others expressed. When the data to questions concerning parent/child relationships were reviewed, no pattern of responses was evident which would indicate that these families were different from families in which the father had all the children. It is to be expected that an even greater change would be evident in the father's relationship with the children he no longer lives with.

The finding that 5/20 of the fathers had only some of the children from the original family supports the recent trends in male parenting suggested in the review of literature. Even though only one of the wives was working, these fathers must have felt confident enough in their ability to parent to take on the responsibility of providing for the physical and emotional needs of the children themselves. All of these fathers had alternatives to raising the children, but chose to do so themselves.

As well, from Table 7, it can be seen that there were few role reorganization concerns. These fathers did not perceive themselves, or concern themselves about being in a rather unique role. It would seem that for these men there has been considerable blurring of the traditional parental roles.

Affective concerns - An assumption of this thesis has been that single-parent fathers would find the replacement of the mother's contribution to child-care tasks the most problematic at various stages of reorganization. It was not anticipated that the accomplishment of the affective tasks would be a more salient concern than the accomplishment of the instrumental tasks. Although fathers did have concerns over role reorganization and task concerns, the greatest number of

concerns were affective concerns. (See Table 7, page 78).

It was also found that the fathers developed a very nurturant role with their children. They reported to spend more time with them, to feel closer to the children and to appreciate that the children are more expressive and share more with their father. This finding supports viewpoints presented in the review of literature about the nurturant capacities of the modern father.

The majority of fathers indicate that single-parent fathers can meet the emotional needs of children as well as single-parent mothers, but feel that the two-parent home is best able to meet their needs. Due to the absence of the other parent and the increased demand on his time and energy to do all the basic child-care tasks, meeting the emotional needs becomes a very great concern.

The affective task should be included as a basic child-care task due to the recurring concern the fathers expressed for meeting the affective needs of the children. This concept of a child-care task would fit well into the systems model developed for the other child-care tasks. The affective needs of the family could be met by resources inside the family system e.g. the father and the other children. As well, resources from outside the family system could be available. That they were used was indicated by several fathers when they reported that the warmth of the babysitter was an advantage of the child-supervision arrangement.

Other systems concepts could be applied to meeting the affective task within the single-parent family system. Input into the system would indicate what the needs were, what resources were available to meet them and if they were being met. Negative feedback loops

would maintain effective means of meeting the needs. Positive feedback loops would move the system to change if the affective needs were not being met. As resources and alternatives were available to the family system, depending upon the family's needs and values, they could be taken into the family system to meet affective needs.

It is possible due to role-overload in the affective area, that means of coping with role-overload will apply to the affective tasks as well. It is possibly the occurrence of this phenomena that has the greatest implications for the adjustment of single-parents and their children.

LIMITATIONS OF THE STUDY

The first limitation of the study is that the sample only represents a self-selected group of fathers who have been single-parents for a minimum of three months, and who have young children. This limits the representativeness of the findings.

The second limitation is due to interviewing techniques. Although every effort was made to ask all respondents the same questions worded in the same manner and in the same order, it was unavoidable that this would be impossible in some instances. Factors which contributed to this non-sampling error were incidences in which a particular question did not apply to a particular family situation, consequently it was omitted. Occasionally fathers would give information relevant to an approaching question as part answer to a preceding question. If necessary, an effort was made to clarify the information for the interviewer at the time the question came up in the interview schedule by the interviewer stating the question and

repeating the previously given answer. At this point the father had an opportunity to contribute more information if he wished. If clarification was not required, to avoid the tedium of repetition, the interview proceeded to the next appropriate question.

The third limitation is due to the lack of consistent probes. Although most fathers were outspoken and extremely helpful, some were very laconic. The interviewer was not prepared for this. A series of probing words should have been defined so that a degree of consistency could have been obtained when probing was necessary.

The fourth limitation is due to a lack of depth in the data collected on some variables. Open-ended questions are very appropriate for an exploratory study because they eliminate some of the bias of perceived ideas and they do elicit a great quantity of information. However, it would have been very useful if respondents had been asked the degree or extent a certain resource was used in various instances. Thus, a combined interviewing procedure of taped interview with open-ended questions and a score sheet to indicate the extent certain resources were used, would have given more accurate, specific information which would have proven more useful in the analysis.

A related limitation resulted when respondents indicated that a relative acted as a resource for the family. The interviewer did not require the father to clarify whether it was a relative on his side or his wife's. Thus the data could only be analyzed on the basis of "families with relatives in the city" and "families with no relatives in the city". It is unfortunate that we could not see if the wife's relatives were used as a resource for the family to the same degree as the husband's relatives, or what trends were evident.

A fifth limitation may be found in the placing of responses into categories. As much of the data was descriptive, this was not considered a limitation for the coding of most variables, but could have led to error in some. For this reason, the 50 variables in Table 7 were recoded by another coder to check for reliability in the original coding.

The sixth limitation is that the majority of the data collected was based on recall of the sample. Selective memory on behalf of the respondents may have resulted in biased or inaccurate data.

The final limitation of the study may be due to having a female interviewer. Although no overt antagonism to the researcher was experienced, some fathers were critical of their wives. It is possible the respondents may have minimized their problems in reorganizing their families, in order to appear competent to the female researcher.

IMPLICATIONS FOR FURTHER RESEARCH

Introduction - This exploratory study has implications for further research in two major areas: the single-parent father and the children in a male-headed single-parent family. These areas will be discussed in the order given above.

The father - The findings indicate that fathers vary in the degree of past participation in child-care tasks in the two-parent family. As well, they generally assume the child-care tasks themselves in the single parent family.

In order to evaluate the degree of role-reorganization and role-overload the father experiences upon becoming a single-parent,

research must indicate in greater detail the degree and extent of his participation in the two-parent home and in the single-parent home. As well, more specific data on the degree and extent that certain tasks are changed or omitted, will provide greater insight into how single-parent fathers (and mothers) cope with role-overload and role-reorganization.

Insights into the management of role-overload in the single-parent family, may enable support agencies to counsel single-parents on how to manage their time and resources most efficiently relative to their particular situation. As well, with this information, support services can be designed so that help is available when it is most needed and of greatest benefit to the family. Hopefully readjustment of the family, particularly in the task area, would then be less a matter of trial and error.

The children - The implications of being in a male-headed single-parent family are not clear for the children involved. Some research indicates that the child's role in the family is expanded to assume the tasks of the mother (Bedell, 1971; George and Wilding, 1972). The findings of this study and Tobres (1975) do not concur with that finding.

A research design, using a matched control group, would control for developmental changes within the family. As well, it would provide for a comparison between children's roles in two-parent families, male-headed single-parent families and female-headed single-parent families. It may be that children of a certain sex or age will suffer role-reorganization and role-overload as well as the

father. For example, the oldest girl may become the mother of the family.

It is not known what implications role-overload and role-reorganization may have for the normal adjustment and development of a child. Research findings in this area could be relevant to counselling agencies and applied in court decisions awarding custody of children to either parent.

As well, single fathers expressed considerable concern over meeting the affective needs of the family adequately. Research and literature on the development and adjustment of children in male-headed single-parent families would enable them to be confident that they are doing a good job, or realize they must re-evaluate and change some aspects of their parenting in order to avoid problems.

A further finding in this study may have implications for the adjustment of the children in male-headed single-parent families. The finding is that 5/20 fathers did not have all the children in the original family with him. Research could investigate the relative advantages and disadvantages of losing a parent as well as siblings, or losing a parent and sharing one parent's resources among other siblings. Research into this area could guide the courts in awarding custody in cases in which both parents desire the children. As well, literature in this area may enable parents to reach a decision themselves, as to whether dividing the family would be in the best interests of the children and the parents.

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APPENDIX A: ENCLOSURES SENT TO AGENCIES AND THE FATHERS

1. Letter to the agency.
2. Letter to the fathers.
3. Information sheet on research.
4. Return card.

403·432·3824

FACULTY OF HOME ECONOMICS

THE UNIVERSITY OF ALBERTA · EDMONTON, CANADA T6G 2E2

#102, 10230 - 114 St.,
Edmonton, Alberta.

May 18, 1976.

Some time ago, I contacted you about a master's thesis I am doing at the University of Alberta. In my research, I will investigate how a single-parent father provides for the child-care tasks normally done by the mother. My data will be collected during a personal interview of approximately one hour in length.

My problem is in acquiring a sample of single-parent fathers who are raising children on their own. I realize that client information is privileged and I also realize that you are very busy. As a means of obtaining the names of single-parent fathers with a minimum of intrusion on your work, I'm asking you to help me by giving each single-parent father an envelope containing the attached letter and post card.

If you have any questions, please contact me at 432-5771 during the day, and 488-3328 in the evenings. Thank you for your co-operation.

Sincerely,

Sandra K. White

403·432·3824

FACULTY OF HOME ECONOMICS

THE UNIVERSITY OF ALBERTA · EDMONTON, CANADA T6G 2E2

#102, 10230 - 114 St.,
Edmonton, Alberta.

May 18, 1976.

Dear Father:

It is commonly thought that single parents are women. The majority of single parents are, but over 20% of single-parent families, have fathers as the head.

In research for my master's thesis at the University of Alberta, I am investigating how a single-parent father accomplishes the child-care tasks usually done by the mother in a two-parent home. I would like to talk to you about how you manage your home; specifically in the areas of day-care and supervision of those children who need it, meal preparation, and other essential tasks related to the care of children. I expect that an interview would take approximately an hour.

The sharing of the experiences and insights that you have acquired in caring for your children, will be of great help to me. At the same time, our discussion may be of interest to you. Your participation in this research will be greatly appreciated and I am looking forward to talking with you. If you will complete the enclosed post-card, I'll be in contact with you soon.

Sincerely,

Sandra White.

YOU MAY BE WONDERING . . .

HOW WAS MY NAME OBTAINED?

Private and city run child-care services were provided with letters and requested to forward the information you have received, on to single-parent fathers using their facilities.

HOW DO I PARTICIPATE?

Print your name, address and phone number on the enclosed response card. You will be contacted in a few days for an interview at your convenience.

WHAT DO I HAVE TO DO IN AN INTERVIEW?

Spend approximately an hour in your home talking with the interviewer, answering questions on a questionnaire.

WHAT WILL THE INTERVIEW BE ABOUT?

The interviewer will ask you questions about how you manage your home in the area of child-care, as a single-parent father.

WHAT WILL HAPPEN TO MY ANSWERS?

All information given is confidential. Your answers will be combined with those of the other fathers participating, and then analyzed. They will then be incorporated into a master's thesis. You may have a summary of the findings if you wish.

WHY SHOULD I PARTICIPATE?

Those who have participated in studies like this have described the experience as "interesting" and "a pleasant experience".

The ONLY way new knowledge can be obtained is by people like yourself participating in studies like this. The vast majority of research done to date has been on single-parent mothers. It is not known what the problems or strengths of single-parent fathers may be. Research such as this study will help to provide this needed knowledge.

Only <u>YOU</u> have the information needed by this research. <u>YOUR</u> contribution is <u>VERY IMPORTANT</u>.

RESPONSE CARD

I will participate ☐

I would like more information; please phone me ☐

I do not wish to share my experience ☐

(Please Print)

Name: _____

Address: _____

Phone: _____

APPENDIX B: INTERVIEW QUESTIONNAIRE AND DEMOGRAPHIC DATA SHEET

A. CHILD SUPERVISION

1. What arrangements did you have for child-supervision while you were at work when your wife was with you?

2. What substitute care did you find immediately after she was no longer in the home?

3. At present, how are your children cared for while you are at work?
--method of care and age of each child.

4. What other supervision arrangements have you made in the past for each child?
--at what age?
--for how long?

5. Why were arrangements changed, if they were?

6. What do you consider to be the advantages of your present arrangements?

7. What do you cons der to be the disadvantages of your present arrangements?

8. What do you think an "ideal arrangement" for child-care would be for you and your children?

9. Why is this "ideal arrangement" not being used?

10. _____(a) Who cares for the children when they are sick and unable to go to school?
_____(b) Who takes the children for overnight stays if necessary?
_____(c) Who takes the children for a long stay if necessary? e.g. if you don't take them on your vacation.
_____(d) Who does evening babysitting?
_____(e) Who cares for the children during school holidays?

11. Of the situations listed in 10(a) to 10(e), could you indicate which is most problematic.

12. Do you ever take the children with you to adult functions rather than leave them with a babysitter?

13. Why do you do this?

14. Do you think older children in the family supervise the younger children more now than they would in a two-parent home?

15. At what times do older children in the family supervise younger children?

16. From your experiences, do you have any suggestions for improving the possibilities of child-care for single parents?

B. MEAL PREPARATION FOR CHILDREN

1. While your wife was with you, who prepared the majority of the children's meals?

2. Who prepared them immediately after she was no longer in the home?

3. During the work week, who prepares breakfast for the children?

4. Who do (you) (they) prepare breakfast?

5. During the work week who prepares lunches for the children?

6. Why is this alternative used?

7. During the work week, who prepares supper for the children?

8. Why is this alternative used?

9. Does your weekly routine vary on the weekend? In what way--for breakfasts, lunch and supper?

10. Did you have much experience in cooking before you became a single parent?

11. How do you feel about preparing family meals?

12. Did you have any other alternatives in preparing meals other than cooking yourself?

13. Have you noticed a change in the family's meals since you've been a single-parent family? e.g. lighter meals, more irregular, greater use of prepared foods, no desserts, less satisfied with them, better than before.

14. Do you recognize special occasions with special meals or foods? e.g. birthday cakes, Easter, Christmas.

15. When your wife was with you, did your family recognize special occasions with special meals or foods? e.g. birthday cakes on birthdays, Easter, Christmas.

16. To what extent do the children help with
--meal preparation?
--clean-up?

17. Why do they help?

18. Do you think they do more in the area of meal preparation and clean-up than they would if you have a two-parent home?

19. Do you think you and the children are invited out for dinner more since you've become a single parent?
--to relatives.
--to friends.

C. PURCHASE AND CARE OF CLOTHING

1. Who shopped for children's clothing when your wife was with you?
2. If your wife did, did you shop with her for the children's clothing?
3. Who purchases the majority of the children's clothing now?
4. How do you feel about doing this task?
5. If you purchase the children's clothing, do you look for certain care or wear characteristics?
6. Are you able to give consideration to style, present fads and the children's personal preference?
7. Who did the majority of the children's laundry and ironing when your wife was with you?
8. Who does the laundry for the children now?
9. Why is this alternative used?
10. Did you do laundry for the family before you became a single parent?
11. How do you feel about doing this task?
12. Who does the ironing for the children?
13. Why is this alternative chosen?
14. Did you do ironing for the children before you became a single parent?
15. How do you feel about doing this task?
16. Who did minor mending and repairs on the children's clothing before you became a single parent family?
17. Who does this task now?
18. Why is this alternative used?
19. If you do this, how do you feel about it?

D. GENERAL QUESTIONS ABOUT SINGLE-FATHERHOOD

1. Did you have any other alternatives other than caring for your children yourself?
2. How do you feel about single fathers raising children on their own as compared to single mothers raising children on their own?

3. Have you used the services of any social agencies such as F.L.C., City Social Services, Catholic Family and Child Services? For what purpose? Were they helpful?

4. Have you ever had to request for days off, or flexibility in hours from your place of employment in order to provide care for the children?

5. What has been the reaction, if any, of your employer and colleagues to your single-parent situation?

6. Are you as able to work overtime or take on extra work as you were before you became a single parent family?

7. In order to provide care for your children, have you ever considered quitting work and staying home with them, even if it meant going on social assistance?

8. Why have you not chosen this alternative?

9. Do you think men should be encouraged to use this alternative?

10. Have the additional responsibilities and tasks you've had to do as a single parent decreased the amount of time you spend on recreational interests and social activities?

11. If it has, how do you feel about this?

12. Can you think of any things your wife did for the children or the family, which is no longer done because you think it is unimportant or you don't have time, etc?

13. Has being a single parent family changed the amount of time you spend with your children? Please explain.

14. Since becoming a single parent family, has the type of activities you do with your children changed, other than those related to their changing age and interests?

15. Since becoming a single parent family, do you feel that your relationship with your children has changed? In what way?

16. Do you feel a single-parent father can meet the emotional needs of children as effectively as a single-parent mother? As a two-parent family?

17. In general, what do you think the major problems of single-parent fathers are?

18. What problems did you find particularly difficult at the beginning of being a single-parent father?

19. What have you found to be the most continuing problem in being a single-parent father?

20. Could you identify a single greatest concern in being a single-parent father that you would not have as a father in a two-parent home?

21. Could you identify a single greatest satisfaction in being a single-parent father?

22. The last word is yours. Do you have anything you'd like to add indicating other areas of concern of single-parent fathers; any insights you have acquired through your experiences?

DEMOGRAPHIC INFORMATION

Please complete the following questionnaire. Circle the answer which is correct for you. If the question does not offer a choice that reflects your answer, fill in your own.

1. What is your relationship to the children you are caring for?

   a. father
   b. legal guardian
   c. uncle
   d. brother
   e. other (please state) _____

2. State the number of children in your care _____; the total number of children in the original family _____.

3. What are the ages and sex of the children in your care?

   Age Sex

4. Are you presently

   a. separated
   b. divorced
   c. widowed
   d. unwed

5. Into which group does your present age fall?

   a. 15-20
   b. 21-25
   c. 26-30
   d. 31-35
   e. 36-40
   f. 41-45
   g. 46-50
   h. 51-55
   i. 56-60
   j. 61-65

6. How long have you been a single parent?

   a. 3-6 mos.
   b. 7 mos.-1 year
   c. 1-2 years
   d. 2-3 years
   e. 4-5 years
   f. over 5 years

7. How many years did you live with your wife? _____

8. Are you employed?

   a. full time
   b. part-time
   c. presently unemployed
   d. other (please state) _____

9. How many hours per week does your work keep you away from your home?

10. Into which of the following groups do your gross earnings fall?

a. under $4,999
b. $5,000-7,499
c. $7,500-9,999
d. $10,000-12,499
e. $12,500-14,999
f. $15,000-17,499
g. $17,500-19,999
h. $20,000-22,499
i. $22,500-24,999
j. $25,000 and over

11. If you are receiving income from other sources, into which group would the total gross amount per month fall?

a. $0-299
b. $300-499
c. $500-699
d. $700-899
e. $900-1,099
f. $1,100-1,299

12. Would you number the following areas of child care from least (1) to most (4) problematic for you.

_____(a) Child supervision while at work.
_____(b) Preparation of meals for the children.
_____(c) Purchase and care of clothing for the children.
_____(d) Other that is more so than any of the above_____.

13. Do you have any adult relatives living in the city of Edmonton? Please list them all and state the relationship between you.

_____

_____

14. If you are separated or divorced, does your wife live in the city?

15. To what extent does she see the children generally?

a. Daily (how many hours?) _____
b. Weekly (how many days, hours?)_____
c. Monthly (how many days, hours?)_____
d. Yearly (how many months, weeks, days?)_____
e. Other (please explain) _____

APPENDIX C: INSIGNIFICANT RELATIONSHIPS

A. Families grouped by income.

B. Families grouped by number of children.

C. Families grouped by mother in or out of the home in the two-parent family.

D. Families grouped by time a single-parent family.

E. Families grouped by the ages of the children.

F. Families grouped by number of hours the father's work takes him out of the home.

G. Families grouped by the presence of relatives in the city.

Relationships which proved to be insignificant were not included in the data analysis. However in order to aid or direct further research they have been included in this Appendix.

A. Low income (11), less than $15,000; and high income (9) more than $15,000 crosstabulated with:

		Level of sig.[1]
1.	time a single-parent (less than 2 years, more than 2 years)	.184*[2]
2.	reason child-care arrangements changed:	
	--maturation of children	.097*
	--live-in housekeeper quit	.578*
	--help or day-care unsatisfactory	.604*
	--changed for greater convenience	.221*
3.	advantages of child-care arrangements:	
	--convenience	.535*
	--educational day-care programs	.464*
	--economical	.068*
4.	disadvantages of child-care arrangements:	
	--inconvenience	.204*
	--no disadvantages	.425*
5.	ideal child-care arrangements	.409*
6.	ideal child-care arrangements not used:	
	--economical impractical	.395*
	--difficult to find a steady live-in housekeeper	.395*
	--ideal, other than a live-in housekeeper not available	.630*
	--ideal is used	.604*
7.	general suggestions for helping single-parent fathers:	
	--equal consideration in the courts	.156*
8.	evening babysitting is generally done by:	
	--teen-agers	.310*
9.	fathers or others prepare supper	.630*
10.	fathers experience with cooking before marriage	.903*
11.	consideration of styles:	
	--tries to give consideration to style	.156*
	--more practical than style conscious	.535*
	--cost is the greatest concern	.068*
12.	mending task is now accomplished by:	
	--throwing clothing out	.604*

[1]For both chi-square and Fisher's Exact Test has been set at p = .05 one-tailed test of significance.

[2]*indicates Fisher's Exact Test was the test of significance.

		Level of sig.
13.	reason for alternative used to accomplish the mending task:	
	--can't afford to throw it out	.421*
	--article is not worth the time it takes to mend it	.395*
14.	fathers use of agencies:	
	--yes they did and received help	.342*
	--yes they did, but did not receive help	.119*
15.	reason for contacting the agency:	
	--to find a housekeeper	.272*
	--for subsidized housing	.289*
	--to find a day-care or home-care facility	.156*
	--subsidized child-care	.068*
16.	interference with work and being a single-parent	.630*
17.	reaction of employer:	
	--employer has been a problem	.450*
	--co-workers show no reaction	.094*
	--employers don't know	.221*
18.	able to do overtime since becoming a single-parent	.542
19.	number of hours at work (less than 41, more than 40)	.079*
20.	quitting work was not an alternative	.374*
21.	stigma of being on welfare	.535*
22.	should single fathers be encouraged to go on welfare:	
	--they should not be encouraged	.625*
	--neither single-parent mothers or fathers should	.216*
	--alternative should be available if desired	.630*
	--alternative should only be available under special circumstances	.630*
23.	single-parenthood's affect on recreational time	.722
24.	omission of tasks	.441

B. Number of children, one (7), two (9), and three or more (4) in the family with:

	Level of Sig.
1. fathers working less than 41 hours and more than 40 hours per week	.374
2. fathers earning less than $15,00 and more than $15,000	.621
3. mothers in the home and out of the home in the two-parent family	.329
4. change or no change in past supervision arrangements	.277
5. reasons arrangements were changed:	
--maturation of the children	.958
--original arrangements temporary	.125
--live-in housekeeper quit	.074
--help or day-care unsatisfactory	.315
--changed for greater convenience	.809
--no changes	.277
6. advantages of present child-care arrangements:	
--warmth of sitter with children	.347
--convenience	.331
--educational day-care programs	.732
7. disadvantages of present child-care arrangements:	
--inconvenient	.836
--concern that supervision is inadequate	.342
--no disadvantages	.314
8. ideal child-care arrangements	.235
9. ideal is not being used:	
--economically impractical	.058
--ideal is being used	.424
--ideal (other than live-in housekeeper is not presently available	.720
10. who cares for the child when sick:	
--father	.765
--others	.973
11. who cares for child on father's overnight absences; hasn't occurred or others	.765
12. who cares for child during father's longer absences; hasn't occurred or others	.598
13. greatest problem in child supervision	.343

		Level of Sig.
14.	father takes children to adult functions	.361
15.	reasons father takes children:	
	--can't get supervision	.100
	--children are well behaved enough to take them	.583
	--it's a learning experience for the child	.583
	--doesn't take them	.210
16.	who prepares supper, father or others	.720
17.	father's feelings about meal preparation	.144
18.	recognize special occasions now	.550
19.	did you recognize special occasions in a two-parent home	.749
20.	extent that children help with food preparation:	
	--often help with food preparation	.442
	--often help with wash up	.084
	--often sets the table	.355
	--too young to help	.138
	--helps only occasionally	.413
	--don't expect them to help	.828
21.	invited out more since a single-parent	.342
22.	invited out to friends, relatives or both	.446
23.	who purchases children's clothing:	
	--father	.583
	--others	.125
24.	father's feelings about buying clothing	.451
25.	consideration for style, color, preference:	
	--tries to give some consideration	.222
	--more practical than style conscious	.274
	--cost is the greatest concern	.245
26.	laundry is now done by:	
	--father	.525
27.	who does the ironing now:	
	--others	.257
	--not done	.342
28.	who does the mending now:	
	--father	.598
	--others	.424
	--not done	.958

		Level of Sig.
29.	relatives would have taken children	.621
30.	single-parent mothers compared to single-parent others:	
	--fathers need more help until new skills are learned	.546
	--fathers and mothers have equal potential to raise children	.274
	--being a single-parent is hard and involves adjustments for both men and women	.442
31.	the fathers' use of agencies:	
	--yes and received help	.587
	--yes, but did not receive help	.442
	--no attempt to contact agencies made	.347
32.	the reason for contacting the agency:	
	--to find a housekeeper	.125
	--to find housing assistance	.257
	--to find subsidized child-care	.890
	--to find a home-care or day-care facility	.496
33.	interference of single-parenthood with work	.311
34.	being able to work overtime since becoming a single-parent	.174
35.	was quitting work ever considered; yes or no	.413
36.	should men be encouraged to go on welfare:	
	--single-parent fathers should not be encouraged to do so	.245
	--neither single-parent mothers or fathers should do so	.413
	--the alternative should be available	.159
	--the alternative should be available under special circumstances only	.765
37.	omission of tasks in the area of child-care	.710
38.	change in time spent with children	.890
39.	reasons for spending more time:	
	--easier to take them places with him	.809
	--father is the only parent	.108
	--less time is spent, due to extra housework	.890
40.	changes in activities with the children:	
	--father deliberately plans new activities	.406
	--father takes children more places with him	.314
	--they do more around the home together	.406
	--less outdoor activity, more indoor play	.809
	--activities haven't changed	.546

	Level of Sig.
41. changes in relationship with the children:	
--father has grown closer to children	.314
--children have become more dependent	.142
--children are more expressive	.242
--father and children always close	.890
42. capacity of single-parent mothers and fathers to meet emotional needs:	
--a single-parent father can't meet emotional needs as well as single-parent mother	.958
--a single-parent father can meet emotional needs, it depends on the individuals	.958
--a two-parent family is most effective	.315
--a single-parent family can be effective	.660
43. initial problems of being a single parent:	
--regaining emotional stability of the family	.546
44. alternatives to keeping children; had alternatives and didn't have alternatives or look for them	.546

C. Mother in (9) or out (11) of the home in the two-parent family with:

		Level of Sig.
1.	being a single-parent family less than two years or more than two-years	.500*
2.	the amount of time the mother visits a year, less than 41 hours per year, more than 40 hours	.500*
3.	child-care immediately after the wife left:	
	--relatives	.289*
	--day-care centers	.421*
	--boarded	.450*
	--babysitter in the home	.450*
4.	past supervision arrangements, many changes or no changes in original arrangements	.395*
5.	advantages of present arrangements:	
	--convenience	.204*
6.	disadvantages of present arrangements:	
	--intruder in the home	.189*
	--inconvenient	.464*
	--concern that supervision may be inadequate	.625*
	--no disadvantages	.425*
7.	ideal child-care arrangements	.119
8.	children's meals in a two-parent home	.103
9.	father's experience in cooking before married	.179
10.	father's feelings about meal preparation	.899
11.	changes in family meals:	
	--more basic meals	.272*
	--more satisfied with meals	.369*
	--less satisfied with meals	.550*
	--no increase in the use of convenience foods	.625*
	--increased use of convenience foods	.068*
	--more quick-cook meals	.374*
	--no changes	.369*
12.	who shopped for children's clothing before	.269
13.	laundry and ironing in the two-parent family	.221*
14.	mending for children in the two-parent family	.409

	Level of Sig.
15. the fathers' use of agencies:	
--yes and received help	.310*
--yes but did not receive help	.574*
--no attempt to contact agency	.221*
16. reason for contacting the agency:	
--housing assistance	.289*
--subsidized child-care	.625*
--find a home-care or day-care facility	.464*
17. interference of single-parenthood with work	.272*
18. fathers' views of single-parent mothers and single-parent fathers	
--being a single-parent is hard and involves adjustments for both	.216*
--fathers need more help until new skills are learned	.657*
--fathers and mothers have equal potential to raise children alone	.464*
19. omission of tasks now	.077
20. change in time spent with children	.310*
21. changes in activities with children:	
--activities haven't changed	.310*
22. changes in relationship with children:	
--father has grown closer to the children	.425*
--father has grown apart from children	.421*
23. whether single-parent fathers or mothers can best meet emotional needs of children:	
--single-parent fathers can't meet emotional needs as well as mothers	.097*
--a single-parent father can meet emotional needs	.097*
--a two-parent family is most effective	.395*
--a single-parent family can be as effective	.625*

D. Length of time a single-parent, less than two years (10) or more than two years (10), with:

		Level of Sig.
1.	amount of time the mother visits	.328*
2.	past supervision arrangements	.151*
3.	reasons arrangements changed:	
	--maturation of children	.500*
	--no changes	.151*
4.	advantages of present arrangements:	
	--convenience	.324*
5.	disadvantages of present arrangements:	
	--inconvenient	.675*
	--no disadvantages	.314*
6.	ideal child-care arrangements	.319
7.	who cares for children when sick:	
	--father stays home	.174*
	--others	.184*
8.	greatest problem in child supervision	.795
9.	who prepares supper, father or others	.500*
10.	father's feelings about meal preparation	.494
11.	changes in family meals:	
	--more basic	.500*
	--more satisfied	.500*
	--less satisfied	.500*
	--no increase in the use of convenience foods	.798*
	--increased use of convenience foods	.708*
	--more quick-cook meals	.291*
	--no changes	.500*
12.	family invited out more since a single-parent family	.328*
13.	who does the laundry now:	
	--father	.500*
	--others	.084*
14.	who purchases children's clothing, father or others	.500*
15.	father's feelings about buying clothing	.165
16.	who does the ironing now:	
	--father	.675*
	--others	.236*
	--not done	.328*

		Level of Sig.
17.	fathers feelings about ironing	.270
18.	who does the mending now:	
	--father	.314*
	--others	.500*
	--not done	.500*
19.	father's feelings about mending	.506
20.	fathers views of single-parent mothers vs single-parent fathers:	
	--fathers need more help until new skills are learned	.184*
	--fathers and mothers have equal potential to raise children	.324*
	--being a single-parent is hard and involves adjustments for both	.314*
21.	the fathers use of agencies:	
	--yes and received help	.500*
	--yes, but did not receive help	.685*
	--no attempt to contact an agency	.500*
22.	reason for contacting an agency:	
	--find a housekeeper	.500*
	--housing assistance	.763*
	--find a child-care or home-care facility	.324*
23.	reaction of employer and co-workers to single-parenthood:	
	--co-workers express interest and concern	.184*
	--co-workers show no reaction	.500*
	--employer, co-workers don't know	.151*
24.	father able to do overtime since becoming a single-parent	.814
25.	should fathers be encouraged to go on welfare:	
	--they should not be encouraged	.291
	--neither single-parent mothers or fathers should be encouraged	.070*
	--the alternative should be available under special circumstances	.500*
26.	has single-parenthood affected recreational time	.370
27.	omission of tasks	.313
28.	change in amount of time spent with children	.708*
29.	reasons for spending more time:	
	--easier to take them places with him	.500*
	--father is the only parent in the home	.675*
	--father plans to spend more time	.314*
	--less time is spent due to extra housework	.708*

		Level of Sig.
30.	changes in activities with children:	
	--father deliberately plans new activities	.500*
	--father takes children more places with	.685*
	--they do more around the home together	.151*
	--they have less outdoor activity	.105*
	--activities haven't changed	.500*
31.	changes in relationship with children:	
	--father has grown closer to children	.070*
	--father has grown apart from children	.500*
	--children have become more dependent	.500*
	--father and children always close	.291*
32.	how single-parent mothers and fathers meet emotional needs:	
	--single-parent fathers can't meet emotional needs	.500*
	--a single-parent father can meet emotional needs	.500*
	--a two-parent family is most effective	.151*
	--a single-parent family can be as effective	.291*
33.	what alternatives the father had other than caring for the children himself:	
	--other alternatives	.184*
	--no alternatives, or didn't look for any	.184*

E. Families grouped according to the ages of the children: preschool (6), both preschool and school-aged (5), and school-aged children (9), with:

		Level of Sig.
1.	amount of time the mother visits	.855
2.	past supervision arrangements	.732
3.	the number of hours the father works, less than 41, more than 40.	.945
4.	advantages of present child-care arrangements: --convenience	.396
5.	disadvantages of present child-care arrangements: --no disadvantages	.233
6.	ideal child-care arrangements	.116
7.	reason ideal is not being used: --economically impossible --ideal is being used	.156 .224
8.	who cares for child when sick: --father stays home --others care for the child	.652 .603
9.	who cares for child when father is away overnight, doesn't occur or others	.523
10.	who cares for child when father is away for longer absences, doesn't occur or others	.215
11.	greatest problem in child supervision	.632
12.	the father taking children to adult functions	.858
13.	who prepares supper, fathers or others	.121
14.	father's feelings about meal preparation	.322
15.	do fathers recognize special occasions	.840
16.	fathers being invited out more since a single-parent family	.275
17.	who purchases clothing for the children: --fathers --others	.195 .363
18.	father's feelings about buying clothing	.091

		Level of Sig.
19.	consideration for style, fads, etc.:	
	--tries to give consideration	.227
20.	who does the laundry now:	
	--fathers	.292
	--others	.321
21.	who does the mending now:	
	--fathers	.440
	--others	.650
	--not done	.732
22.	who does the ironing now:	
	--father	.08
	--not done	.144
23.	reason ironing alternatives are used:	
	--non-iron clothing	.525
24.	father's feelings about ironing	.161
25.	father's use of agencies:	
	--yes, but did not receive help	.092
	--no attempt to contact an agency	.143
26.	reason for contacting the agency:	
	--find a housekeeper	.217
	--subsidized child-care	.060
27.	father being able to do overtime since becoming a single-parent	.646
28.	was quitting work considered	.233
29.	should men be encouraged to go on welfare:	
	--single-parent fathers should not be encouraged to go on welfare	.286
	--neither single-parent mothers or fathers should be encouraged to do so	.767
	--the alternative should be available for fathers if they want it	.577
	--the alternative should be available under special circumstances	.363
30.	interference of single-fatherhood with recreation time	.282
31.	omission of tasks	.441
32.	change in amount of time spent with children	.419

		Level of Sig.
33.	reasons for the change in amount of time:	
	--easier to take them with him	.276
	--father is the only parent in the home	.105
	--less time is spent with children due to extra housework	.419
	--father tries to plan to spend more time	.092
34.	changes in activities with children:	
	--changed because father deliberately plans new activities	.732
	--father takes children more places with him	.060
	--they do more around the home together	.156
	--less outdoor activity, more indoors	.163
	--activities haven't changed	.109
35.	changes in the relationship with children:	
	--father has grown closer to children	.853
36.	father's view of single-parent mothers and single-parent fathers:	
	--single-parent fathers can't meet emotional needs as well as a single-parent mother	.329
	--a single-parent father can meet emotional needs	.329
	--a two-parent family is most effective	.849
	--a single-parent family can be effective	.573
37.	initial problems of fathers, finding time for things	.286
38.	continuing problems of fathers, finding time for things	.849
39.	initial problems experienced by fathers:	
	--regaining emotional stability for the family	.245

F. Fathers working less than forty-one hours (11) and fathers working more than forty hours (9), with:

		Level of Sig.
1.	past supervision arrangements	.395*
2.	reasons arrangements changed:	
	--help or day-care unsatisfactory	.395*
	--no changes	.375*
	--changed for greater convenience	.578*
3.	advantages of present day-care arrangements	
	--convenience	.535*
	--educational day-care programs	.156*
	--economical	.216*
4.	disadvantages of present day-care arrangements:	
	--inconvenient	.156*
	--no disadvantages	.574*
5.	ideal child-care arrangement	.592
6.	ideal not being used:	
	--economically impractical	.604*
	--difficult to find a reliable live-in housekeeper	.097*
	--ideal, other than a live-in housekeeper is not presently available	.630*
	--ideal is being used	.221*
7.	greatest problem in child supervision	.644
8.	improving possibilities of child supervision:	
	--extend day-care hours and facilities	.374*
9.	who prepares supper, father or others	630*
10.	father's feelings about meal preparation	.119
11.	changes in family meals	
	--more basic	.272*
	--more satisfied now	.101*
	--no changes	.630
12.	who buys the children's clothing:	
	--father	.578*
	--others	.630*
13.	father's feelings about buying clothing	.404
14.	who does the laundry now:	
	--father	.550*
	--others	.464*

		Level of Sig.
15.	reasons for alternative chosen for laundry:	
	--more convenient for father to do it	.204*
16.	who does the ironing now:	
	--father	.535*
	--others	.289*
	--not done	.500*
17.	reason alternative used for ironing:	
	--use of non-iron clothing saves time	.450*
18.	father's feelings about doing the ironing	.576
19.	who does the mending now:	
	--father	.574*
	--others	.395*
	--not done	.395*
20.	reason for using alternative for mending:	
	--article not worth the time it takes to fix it	.395*
21.	father's feelings about mending	.476
22.	father's use of agencies:	
	--yes and received help	.079*
	--yes, but did not receive help	.216*
23.	reason for contacting agency:	
	--find a housekeeper	.101*
	--housing assistance	.710*
	--subsidized child-care	.216*
	--find a home-care or child-care facility	.204*
24.	interference of single-parenthood with work	.272*
25.	reaction of employers and co-workers:	
	--employer is as accomodating as possible	.094*
	--co-workers express interest and concern	.310*
	--co-workers show no reaction	.395*
	--employers and co-workers don't know	.395*
26.	fathers being able to do overtime since becoming a single-parent	.542
27.	should men be encouraged to go on welfare:	
	--single-parent fathers should not be encouraged to do so	.625*
	--neither single-parent mothers or fathers should do so	.425*
	--the alternative should be available	.630*
	--the alternative should be available under special circumstances only	.630*

		Level of Sig.
28.	interference of single-parenthood with recreation	.930
29.	omission of tasks	.637
30.	change in time spent with children	.216*
31.	reasons for spending more or less time:	
	--father is the only parent in the home	.464*
	--less time is spent with children due to extra housework	.216*
	--fathers plan in order to spend more time with the children	.574*
32.	changes in activities:	
	--father plans new things	.097*
	--father takes children more places with him	.574*
	--they do more around the home together	.097*
	--less outdoor activity, more indoor	.421*
	--activities haven't changed	.079*
33.	changes in fathers relationship with the children:	
	--father has grown closer to the children	.425*
	--father has grown apart from some children	.073*
	--children have become more dependent	.657*
	--children are more expressive	.625*
	--fathers and children always close	.374*
34.	father's view of single-parent mothers vs single-parent fathers:	
	--single-parent fathers can't meet emotional needs	.395*
	--a single-parent father can meet emotional needs	.395*
	--a two-parent family is most effective	.097*
	--a single-parent family can be as effective	.216*
35.	initial problems of single-fathers:	
	--lack of time	.097*
36.	continuing problems of single fathers:	
	--lack of time	.097*
37.	alternatives available to father in assuming care of his children:	
	--some alternatives	.079*
	--no alternatives available or desired	.079*

G. Families with relatives of either the husband or wife in the city (13) or families with no relatives in the city (7), with:

	Level of Sig.
1. care immediately after the wife left:	
--relatives	.410*
2. child-supervision when the child is sick:	
--relatives	.405*
3. child-supervision on the father's overnight absences:	
--relatives	.147*
4. child-supervision during school holidays:	
--relatives	.250*
5. alternatives father had to cooking himself:	
--friends and relatives	.083*
--used ready prepared foods	.650*
--eats at restaurants	.650*
6. fathers invited out more since being a single-parent family	.500*
7. to where the father is invited out, friends, relatives, or both	.590
8. who purchases the children's clothing now:	
--relatives	.405*
9. mending is now done by:	
--relatives	.083*
10. alternatives involving relatives available to father rather than caring for children himself	.174*
11. father's use of agencies:	
--yes and received help	.630*
--yes, but did not receive help	.276*
--did not attempt to contact agencies	.206*
12. father's reasons for contacting the agency:	
--find a housekeeper	.525*
--housing assistance	.410*
--subsidized child-care	.439*
--find a home-care or day-care facility	.391*
13. interference of single-parenthood with work	.525*
14. being able to work overtime since becoming a single-parent	.883
15. was quitting work considered	.664*

	Level of Sig.
16. should single-parent fathers be encouraged to go on welfare:	
--single-parent fathers should not be encouraged to do so	.560*
--neither single-parent mothers or fathers should do so	.276*
--the alternative should be available for fathers if they want it	.151*
--the alternative should be available under special circumstances only	.525*
17. initial problems of single-parent fathers:	
--regaining emotional stability of the family	.272*

APPENDIX D: FREQUENCIES ON NEW VARIABLES

A. Families grouped by income.

B. Families grouped by number of children.

C. Families grouped by mother in or out of the home in the two-parent families.

D. Families grouped by time a single-parent family.

E. Families grouped by the ages of the children.

F. Families grouped by number of hours the father's work takes him out of the home.

G. Families grouped by the presence of relatives in the city.

The frequencies reported here may indicate a trend in the use of resources, and means of coping which can be investigated by further research or used to guide the formulation of further research. Only those variables showing a difference of three cases have been included. It must be noted that the N's of the new groups vary and this factor must be considered when assessing the significance of the trend.

A. Families grouped by income; those earning less than $15,000 and those earning more than $15,000.

	Income less than $15,000 N = 11	Income more than $15,000 N = 9
1. advantages of child supervision arrangements		
--economical	4	0
2. changes in family meals		
--meals are better now	5	2
3. do fathers give consideration to style and child's preference in purchasing clothing		
--cost greatest consideration	4	0
4. fathers who approached agencies		
--yes and received help	8	4
--yes but did not receive help	5	1
--no attempt to contact an agency	0	5
5. reasons fathers approached an agency		
--to find a housekeeper	5	2
--to find subsidized day-care	4	0
--to find a day-care facility	6	2
6. reaction of employers and employees to single-parent father		
--co-workers express interest	3	6
--co-workers don't know	4	1

B. Families grouped by the number of children; one, two or three or more children in the family.

	One child N = 7	Two children N = 9	3 or more children N = 4
1. advantages of present child-supervision arrangements --convenience	3	7	2
2. disadvantages of present child care arrangements --no disadvantages reported	3	3	0
3. father takes children to adult functions --no	3	6	3
4. has family been invited out more since a single-parent family --yes	3	6	1
5. was quitting work considered --yes --no	1 6	4 5	1 3
6. quitting work was not an alternative because --standard of living would be too greatly reduced	2	6	2
7. should single-parent fathers be encouraged to go on welfare --neither single-parent mothers of fathers should do so --the alternative should be available if they want it	1 4	4 3	1 0
8. the interference of single-fatherhood with the father's recreation --some	4	3	0
9. omission of tasks --can't think of any task no longer done	5	4	2
10. change in time father spends with children --spends more time	6	7	3

	One child N = 7	Two children N = 9	3 or more children N = 4
11. reasons for change in amount of time father spends with the children			
--father is the only parent in the home	5	2	1
--father tries and plans to spend more time with the children	0	5	1
12. changes in activities with children			
--father takes children more places with him	3	3	0
--activities haven't changed	2	5	2
13. changes in father's relationship with children			
--father has grown closer to children	4	6	4
--father has grown apart from some children	0	0	3
--children have become more dependent on father	5	2	2
14. father's views on single-parent mothers and single-parent fathers meeting emotional needs of children			
--a single-parent father can meet emotional needs	5	7	3
--a two-parent family is most effective	5	8	2
15. initial problems of single-parent fathers			
--regaining emotional stability of the family	2	5	2
16. concerns of being a single-parent father			
--the children are missing a mother's love and perspective	0	3	0
--that the children grow up to be normal happy and well-adjusted	4	1	1
17. satisfactions of being a single-parent father			
--the satisfaction of feeling he is doing a good job	1	4	1
--the enjoyment of watching the children learn and grow	3	3	0

C. Families grouped by mother in or out of the home in the two-parent family.

	Mother out of the home N = 11	Mother in the home N = 9
1. advantages of present child-care arrangements		
--convenience	8	4
--other children to play with	0	3
2. ideal child-supervision arrangement is being used		
--difficult to find a live-in housekeeper	0	5
--ideal, other than a housekeeper, not presently available	6	1
3. suggestions for improving child supervision		
--more day-care centers	5	2
--clearer guidelines for qualifying for subsidies and assistance	0	3
--an increase in day-care standards	4	0
4. children's meals in the two-parent home		
--majority done by the mother	5	8
--shared equally by both parents	3	0
5. who shopped for children's clothing in the two-parent home		
--both parents shopped	4	1
6. father's feelings about buying children's clothing		
--doesn't mind it	4	7
--enjoys it	3	0
7. laundry and ironing in the two-parent home		
--shared equally	4	1
8. father's feelings about ironing		
--doesn't like it	7	4
9. father's feelings about mending		
--dislikes it	9	3
10. father's use of agencies		
--no attempt to contact agencies made	4	1
11. father's reason for contacting an agency		
--to find a housekeeper	1	6

	Mother out of the home N = 11	Mother in the home N = 9
12. changes in father's activities with children		
--do more around the home	1	4
--less outdoor activity	3	0
--activities haven't changed	6	3
13. changes in relationship with children		
--father and children always close, little change	4	0
14. father's views of single-parent mothers and single-parent fathers		
--single-parent fathers can't meet emotional needs as well as a single-parent mother	1	4
--a single-parent father can meet emotional needs as well	10	5
--a two-parent family is most effective	9	6
15. father's anticipated major problems of single-parent fathers		
--overcoming social expectations that fathers can't be an adequate single-parent	3	0
--spending enough time with the children	0	3
16. father's initial problems		
--obtaining child-supervision	0	3
--regaining emotional stability of the family	6	3
17. father's satisfactions in being a single-parent father		
--the enjoyment of watching the children learn and grow	5	1

D. Families grouped by time a single-parent; less than two years or more than two years.

	Single-parent less than 2 years N = 10	Single-parent more than 2 years N = 10
1. advantages of child-supervision arrangements		
--warmth of babysitter	1[1]	4
--economical	4	0
2. fathers' feelings about buying clothing		
--enjoys buying children's clothing	3	0
3. fathers' views of single-parent fathers and single-parent mothers		
--not as easy for fathers	3	0
--fathers need more help at first	3	6
4. fathers' reason for contacting an agency		
--subsidized day-care	4	0
5. reaction of employer and co-workers		
--employer as accommodating as possible	8	3
--co-workers are interested and concerned	3	6
--co-workers don't know father is a single-parent	4	1
6. fathers who considered quitting work		
--yes	5	1
7. should men be encouraged to go on welfare		
--neither single-parent fathers or single-parent mothers should be encouraged to do so	1	5
--alternative should be available if desired	6	1
8. fathers who reported change in recreational time		
--some	5	2
9. omission of tasks		
--can't think of things no longer done	7	4
10. changes in activities with children		
--do more around the home	1	4
--less outdoor activity	3	0
11. changes in fathers' relationship with the children		
--grown closer to the children	5	9

[1] Indicates the number of cases

		Single-parent less than 2 years N = 10	Single-parent more than 2 years N = 10
12	fathers' views on single-parent mothers and single-parent fathers meeting emotional needs		
	--a two-parent family is most effective	9	6
13.	anticipated major problems of single-parent fathers		
	--overcoming social expectations that fathers can't be adequate single-parents	3	0
14.	initial problems of fathers		
	--regaining emotional stability of the family	6	3
	--establishing new household routines	4	1
15.	continuing problems of fathers		
	--child supervision while at work	0	3
16.	concerns of being a single-parent father		
	--illness or injury to father or child	0	3
	--no one to share problems with	0	3
	--giving enough love to the child	4	0
17.	satisfactions of being a single-parent father		
	--greater appreciation for the children	3	0

E. Families grouped by the ages of the children; families with children less than six, families with both school-age and preschool children, and families with only school-age children.

	Preschool children N = 6	Both preschool & school-aged children N = 5	School aged children N = 9
1. disadvantages of child supervision			
--inconvenience	0	2	6
2. greatest problem in child supervision			
--child's sickness	1	1	5
3. if father takes children to adult functions			
--no	6	3	3
4. fathers reported being invited out to dinner more since a single-parent family			
--no	4	1	5
5. if invited out more			
--to friends	1	2	4
6. should single-parent fathers be encouraged to go on welfare			
--single-parent fathers should not be	0	1	3
7. interference of being a single father with the father's recreational time			
--a lot	1	2	5
--some	4	2	1
8. omission of child-care tasks			
--some tasks omitted or simplified	3	1	4
9. change in time spent with the children			
--spends more time	5	3	8
10. reasons for spending more time			
--father is the only parent in the home	3	0	5
--father tries and plans to spend more time with the children	0	3	3

	Preschool children N = 6	Both preschool & school-aged children N = 5	School-aged children N = 9
11. changes in father's activities with the children			
--father takes children more places with him	5	1	0
--they do more around the home together	1	0	4
--activities haven't changed	1	4	4
12. changes in relationship with children			
--children have become more dependent on father	4	0	5
--children are more expressive and share more with father	0	0	4
--father and children have always been close, no change	0	3	1
13. fathers' views of single-parent mothers and single-parent fathers			
--single-parent fathers can't meet emotional needs as well as a single-parent mother	2	0	3
--a two-parent family is most effective	4	4	7
14. initial problems of single-parent fathers			
--regaining emotional stability of the family	1	3	5
--establishing a new household routine	3	2	0
15. continuing problem of single-parent fathers			
--child supervision while at work	0	0	3
--being solely responsible for all decisions concerning the children	3	0	0
16. satisfactions of single-parent fathers			
--satisfaction he is doing a good job	0	3	3

F. Families grouped by the number of hours the father's work takes him out of the home; 40 hours or less or 41 hours or more.

		Works 40 hours or less N = 11	Works 41 hours or more N = 9
1.	fathers' feelings about meal preparation		
	--enjoys cooking	4	0
2.	changes in family meals		
	--more basic, less elaborate	5	2
	--more satisfied with meals	2	5
3.	mending task now done by		
	--relatives	4	1
4.	fathers' feelings about mending		
	--dislikes mending	8	4
5.	change in time spent with children		
	--spends more time	10	6
6.	change in activities with children		
	--father plans new activities	1	4
	--do more around the house	1	4
	--activities haven't changed	7	1
7.	fathers perceive as a major problem of single-parent fathers		
	--reorganization of household routines	4	0
	--spending enough time with the children	0	3
8.	continuing problems were		
	--continuous demands and lack of time	0	4
	--concern that the children don't have 2 parents	3	0
9.	a concern of single-parent fathers		
	--the children are missing a mother's love and perspective	3	0

G. Families grouped by the presence of relatives of either the father or mother or families with no relatives of either the father or the mother in the city.

	Relatives in the city N = 13	No relatives in the city N = 7
1. child supervision on longer father absences --relatives	6	0
2. child supervision during the evening --adult friends and neighbours	6	1
3. who purchases children's clothing now --father	11	6
4. mending task now done by --relatives	5	0
5. the fathers' alternatives to caring for the children himself --no alternatives available or looked for	7	2
6. initial problems of single-parent fathers --regaining emotional stability of the family	7	2
7. satisfactions in being a single-parent father --the enjoyment of watching the children grow up and learn	6	0

* Because this group is so unequal in size--only categories having a difference of 5 cases have been included.

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